



**Ramseur 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 Randolph County School System 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>		Currently, we have school-wide behavior expectations that are posted in prominent locations around the school. At the beginning of the year all teachers teach and model acceptable and unacceptable behavior in the cafeteria, classroom, hallway, bathroom, playground, and bus. We also employ positive behavior strategies that reward students on a weekly, monthly, and quarterly basis. These strategies currently include: grade level monthly incentives, school wide quarterly incentives, student of the month, student of the week, bus of the month, and individual classroom recognition. We focus on social and emotional skills by implementing the Second Step Program as well as focus on character education in the classroom and guidance. Our guidance counselor meets with targeted groups of students to address social and emotional needs.	Limited Development 09/06/2017			

<b>How it will look when fully met:</b>		To fully implement this indicator all teachers will teach and model behavior expectations on a continuous basis throughout the school year. We will also add graphic representations to our behavior matrix to visually reinforce positive behavior expectations. Additionally, time will be allotted during PLCs to discuss and address individual behavior management concerns. As a staff, we will conduct a book study on the "The Leader in Me" to learn about how to promote leadership in academic and social settings.		<b>Molly Montgomery</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	9/11/17	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.		Tammie Abernethy	06/08/2018
<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>		Currently, our instructional teams participate in collaborative planning on a weekly basis, both during the school day and after school, for reading and math. Additionally, we use our district created pacing guides to map out and pace grade level specific standards.		Limited Development 05/03/2017	
<b>How it will look when fully met:</b>		To fully implement this indicator, our instructional teams will work to create standards based units for reading, math, science and social studies. We will also create a list of resources to utilize while teachers are teaching the unit.			<b>Erica Castillo</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 1 (0%)</b>	
1	9/11/17	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.			Tammie Abernethy
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			

KEY	A4.01	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have two MTSS teams (K-2 and 3-5) that meet a minimum of once a month. These teams consist of a representative from each area of our school, including grade level classroom teachers, a lead teacher, ESL, EC, Student Support Team, an administrator, the school psychologist and the school counselor. Time has been allotted during the school day to implement tier two strategies, as determined by the MTSS team. Targeted groups of students are receiving extra interventions provided by our Student Support Team, ESL Teachers, and classroom teachers. Students that are below grade level, according to Reading 3D, are also provided with additional small group and/or individualized instruction during our guided reading time.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		In order to fully implement a tiered instructional system during the 2017-2018 school year, we will establish guidelines to identify individual student needs in grade level PLCs to discuss what researched-based strategies will be implemented. Grade level PLCs are comprised of classroom teachers, lead teachers, and administrators. Following strategy discussions in PLCs, classroom teachers will implement 20 days of agreed-upon interventions selected from a bank of research-based strategies. After 20 days of implementation, the classroom teacher will present the data and evidence back to the grade level PLC. If the PLC determines the intervention strategies are ineffective, the student will be brought to one of our MTSS teams, either K-2 or 3-5. This process will allow us to improve the success rates of struggling students and the accuracy of identifying students with disabilities. The goal will be measured by monthly grade level documentation of discussions in PLCs.		<b>Martyn Rush</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 3 (0%)</b>		
1	9/11/17	To generate a database of research-based interventions to recommend to the team when interventions are needed.		Martyn Rush	06/08/2018
<i>Notes:</i>					
2	9/11/17	Allocate PLC time as needed to address individual student needs based on data and observations and determine interventions.		Martyn Rush	06/08/2018
<i>Notes:</i>					
3	9/11/17	Targeted students will receive supplemental instruction as determined by the MTSS team.		Martyn Rush	06/08/2018
<i>Notes:</i>					

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we have a schoolwide behavior matrix that was created by our School Improvement Team, which establishes and outlines positive behavior throughout the school setting. Our School Improvement Team plans positive behavior incentives quarterly that encourage students to make positive choices and model appropriate behavior. We have a schoolwide positive behavior incentive, RAM Heads, that rewards an entire class or individual student for positive behavior. Teachers also identify one student each week for our "Student of the Week" behavior incentive. This incentive honors students that are exhibiting exemplary behavior and citizenship; they are recognized and rewarded by our principal. All classroom teachers implement the Second Step Program that focuses on how to make decisions constructively and ethically. This program also teaches students to calm themselves when angry, make friends, resolve conflicts respectfully, and make safe choices. Our school counselor is a critical component for success in this area. Our school counselor teaches every student twice per month. Lessons include how to manage emotions and make good decisions. She also meets with individuals and small groups to target students with specific emotional needs. Our school social worker meets with families to provide them with resources that will help foster social and emotional competencies at home.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		To reach full implementation, teachers will receive professional development to learn about the resources available for students. We will implement a school-wide initiative that will teach staff members how to better provide emotional support for our students based on the book "The Leader in Me."		Martyn Rush	06/14/2019
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	9/11/17	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.		Tammie Abernethy	06/08/2018
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>		Currently, we have several transition programs in place. To help with the transition from pre-kindergarten to kindergarten, our pre-kindergarten students attend guidance, computer, music, media, art, and PE classes during the last month of school. Additionally, these students visit kindergarten classrooms during literacy centers to help with transitioning to kindergarten. From second to third grade, teachers focus on fostering independence and responsibility in all areas of the classroom. Second grade students are held accountable for testing procedures and strategies that will be required in third grade. To help with the transition from elementary to middle school, our fifth grade students visit our feeder middle school to tour and learn about the school. Additionally, students from the middle school visit our school to inform students of possible elective options that are available. During the summer of 2017, middle school administration and teaching staff promoted participation in their transitional STEM summer camp. Once a year during the spring, Ramseur Elementary hosts a transition parent night for all students and families pre-kindergarten through fifth grade. During this event, families learn how to end the year strong and make a smooth transition to the following grade. Students and parents meet with teachers from their current grade level as well as the upcoming grade level. At this time, middle school staff also attend to inform incoming sixth grade students of expectations. Teachers meet collaboratively to plan and have vertical discussions about student learning at a minimum of twice per month.	Limited Development 09/06/2017		
<b>How it will look when fully met:</b>		To reach full implementation, second grade students will be exposed to the expectations of third grade by shadowing third grade students. Specifically, third grade students will visit second grade classrooms and second grade students will visit third grade classrooms.		<b>Emily Finley</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	9/11/17	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.		Tammie Abernethy	06/08/2018
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. This team is currently made up of the Assistant Superintendent for Curriculum and Instruction, Director of Middle Schools/AIG/Title II, Director of CTE and Innovative School Design, Director of Testing and Accountability/Powerschool, Director of Elementary Schools and Title I, Director of High Schools and ESL, Director of Exceptional Children, and Director of Media and Technology. Evidence of full implementation of this indicator is attached.	Full Implementation 06/07/2017		
KEY	B1.03	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently have a leadership team structure in place that includes the Principal, Assistant Principal, and two lead teachers. The Leadership Team meets a minimum of twice a month every month, but most often once per week. Each Leadership Team has an agenda and one member takes minutes. The team's priority is to think critically about ways to increase student achievement and engagement, as well as teacher curriculum implementation. Additionally, our School Improvement Leadership Team meets twice a month to discuss school concerns and monitor data. It is necessary for the Leadership Team to actively spend time discussing and identifying ways to move our school forward.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		To reach full implementation, we will strengthen our documentation of Leadership Team meetings so that review of effective practices are evident.		Greta Traxler	06/15/2018
Action(s)	Created Date		0 of 1 (0%)		
1	9/11/17	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.		Tammie Abernethy	06/08/2018
<i>Notes:</i>					

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, Ramseur Elementary has various team structures in place that drive overall school improvement. These teams have duties, functions, and specific purposes. Our School Improvement Team focuses on overall school improvement and planning. Our Leadership Team, Professional Learning Communities, and Title I team focus on instruction and instructional methods. Our Parent Engagement Committee focuses on family and community connections. These teams meet throughout the year and documentation is kept by use of an agenda and minutes.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		To reach full implementation, we will strengthen our documentation of team meetings so that planning, work, and decisions made by the team are evident.		<b>Erica Castillo</b>	<b>06/15/2018</b>
Action(s)	Created Date		<b>0 of 1 (0%)</b>		
1	9/11/17	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.		Tammie Abernethy	06/08/2018
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
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>		Currently, the principal is visible throughout the school by monitoring work, meeting with teams and visiting classrooms regularly. The principal is involved with facilitating professional development in our school as well as monitoring assessments.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		To reach full implementation, the principal will document time when feedback is provided to teachers following a portion of observations and/or walkthroughs.		<b>Tammie Abernethy</b>	<b>06/15/2018</b>
Action(s)	Created Date		<b>0 of 1 (0%)</b>		
1	9/11/17	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.		Tammie Abernethy	06/08/2018

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 decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, our Professional Development is purposefully planned to target areas of grade level and individual teacher needs. Professional Development opportunities are planned based on student aggregated data, teacher comments (documented on past PD surveys and end of year reflections), as well as observations made by the Leadership Team (Administration and Lead Teachers) and district representatives. This year, our School Improvement Team recommended that we explore professional development opportunities that would address student motivations, behavior, and leadership. The School Improvement Team decided to recommend to the school a book study on the book, "The Leader in Me," to address these needs.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		To reach full implementation in the 2017-2018 school year, we will develop a systematic approach to analyze student subgroup data in order to make recommendations for professional development. Teacher leaders will meet quarterly to review and analyze student subgroup data. Data collection in turn will be used to make recommendations to administration for professional development opportunities. The data and recommendations will be presented quarterly and documented during staff meetings. Our goal is to increase school-wide reading achievement so that all students will demonstrate one year's worth of growth and show an increase in overall reading proficiency as measured by Reading 3D (K-3) and the EOG (3-5) by June 2018. Our goal is to increase school-wide math proficiency as measured by math summative (K-2) and EOG (3-5) by June 2018. Our goal is to increase schoolwide science proficiency as measured by the fifth grade Science EOG by June 2018.		Heather Still	06/15/2018
Action(s)	Created Date		0 of 12 (0%)		
1	9/11/17	In order to strengthen reading comprehension, using grade level ELA Common Core State Standards as a guide, we will integrate "The Top 12 Comprehension Strategies" from "The Next Step Forward in Guided		Greta Traxler	06/08/2018

		Reading," during whole group instruction.			
<i>Notes:</i>					
<b>2</b>	9/11/17	All students will receive daily small group, differentiated guided reading instruction specific to their individual learning needs.		Erica Castillo	06/08/2018
<i>Notes:</i>					
<b>3</b>	9/11/17	Continue to implement Letterland in Kindergarten and first grade to increase phonemic awareness/phonics skills.		Alexandra Valentinas	06/08/2018
<i>Notes:</i>					
<b>4</b>	9/11/17	In order to monitor student progress toward student achievement, we will use data notebooks to set goals and track progress towards meeting those goals in Reading and Math.		Janice York	06/08/2018
<i>Notes:</i>					
<b>5</b>	9/11/17	In order to monitor student progress toward student achievement we will analyze monthly Reading Progress Charts and Reading 3D. This data will be used to group students in reading groups according to their individual needs.		Erica Castillo	06/08/2018
<i>Notes:</i>					
<b>6</b>	9/11/17	In order to monitor student progress toward student achievement, we will analyze Assessment Summary Charts in Guided Reading to aid in determining focus for lessons.		Janice York	06/08/2018
<i>Notes:</i>					
<b>7</b>	9/11/17	In order to monitor student progress towards achievement, Benchmarks, NC Check-Ins, and Common Formative Assessments will be used to plan instruction for remediation or enrichment during "RAM Time" (Reading and Math Remediation, Science in 5th grade).		Janice York	06/08/2018
<i>Notes:</i>					
<b>8</b>	9/11/17	Continue to implement Number Talks and Math Champions to strengthen student mathematical fluency and number sense.		Alex Parham	06/08/2018
<i>Notes:</i>					
<b>9</b>	9/11/17	District math lead teacher and principal will conduct walkthroughs with immediate feedback and grade level specific professional development will be implemented.		Tammie Abernethy	06/08/2018
<i>Notes:</i>					
<b>10</b>	9/11/17	Continue to implement inquiry-based, hands-on science instruction		Amity Robinson	06/08/2018

		consistently among all grade levels.			
	<i>Notes:</i>				
11	9/11/17	Provide exposure to digital and print-based science text and integrate science based literature across content areas.		Amity Robinson	06/08/2018
	<i>Notes:</i>				
12	9/11/17	At least one field trip per grade level will align to North Carolina Essential Standards in Science.		Lynn Moody	06/08/2018
	<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<i>Initial Assessment:</i>		The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Evidence of full implementation of this indicator is attached.		Full Implementation 06/07/2017	

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</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>
<i>Initial Assessment:</i>		Currently, we have four parent nights (Math, Reading, Science, and Transition) that facilitate parent understanding of our standards, and demonstrate how to help continue learning at home. Additionally, we have one Annual Public Meeting that invites stakeholders to learn about our school and express their comments and concerns. Parent nights and the Annual Public Meeting is presented in English and Spanish. Most grade levels send home a weekly or monthly newsletter to communicate what students are learning in the classroom. Reading 3D "Home Connect Letters" are sent home in English and Spanish after each benchmark to inform parents of their students' progress in reading and how to help practice reading skills at home. District benchmark scores and/or state NC Check-In results are sent home quarterly. School Messenger calls are made as needed to inform families of upcoming		Limited Development 05/03/2017	

		activities at school. Additionally, teachers conference with and make phone calls to parents periodically throughout the year to discuss students' progress and areas of need. All formal district physical communication is sent home in English and Spanish.			
<b>How it will look when fully met:</b>		In order to fully implement ongoing communication with parents to support their child's learning at home during the 2017-2018 school year, we will collect documentation of monthly newsletters and parent communication logs. One hundred percent of certified teachers will send home a newsletter at least once a month in both English and Spanish. These newsletters will engage parents in ways that directly relate to their child's academic progress, such as learning targets, helpful resources, upcoming events, homework, etc. Items included in newsletters will vary upon grade level and content area. Parent communication logs will be uniform across the school and will consistently document parent contact, such as conferences and phone calls. This goal will be monitored by the School Improvement Team members and measured by a checklist that verifies monthly newsletters and parent communication log sheets that are being implemented.		<b>Erica Castillo</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
<b>1</b>	9/11/17	Teachers will document parent contact through a school-wide parent communication log.		Erica Castillo	06/08/2018
	<i>Notes:</i>				
<b>2</b>	9/11/17	All teachers will generate and send home monthly newsletters in English and Spanish in order to engage parents in ways that directly relate to their child's academic progress		Erica Castillo	06/08/2018
	<i>Notes:</i>				





## NCStar/SIP Mandatory Components

School Name: Ramseur 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.

Teacher assistants supervise students during lunch once per week to provide duty-free lunch for teachers. Due to student needs, teachers are required to be present during the lunch period. Resources are not available to supply duty-free lunch for teachers on a daily basis.

### 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.

Resources are used to provide teachers with planning time during the instructional day. Master schedules have been developed with the priority of maximizing instructional time and providing collaborative planning time. The schedule includes time for collaborative planning and Professional Learning Communities each week while students are attending BEP classes. We also have collaborative planning after dismissal once per week. The teachers receive four hours of planning each week.

### Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

To transition from pre-kindergarten to kindergarten, our pre-kindergarten students attend guidance, computer, music, media, art, and PE classes during the last month of school. Additionally, these students visit kindergarten classrooms during literacy centers to help with transitioning to kindergarten. From second to third grade, teachers focus on fostering independence and responsibility in all areas of the classroom. Second grade students are held accountable for testing procedures and strategies that will be required in third grade. To transition from elementary to middle school, our fifth grade students visit our feeder middle school to tour and learn about the school. Additionally, students from the middle school visit our school to inform students of possible elective options that are available. Once a year during the spring, Ramseur Elementary hosts a transition parent night for all students and families pre-kindergarten through fifth grade. During this

event, families learn how to end the year strong and make a smooth transition to the following grade. Students and parents meet with teachers from their current grade level as well as the upcoming grade level. At this time, middle school staff also attend to inform incoming sixth grade students of expectations.

**Safe School Plan for**

**Ramseur Elementary School**

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: **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 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:

**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.**