RANDOLPH
County School System

Seagrove Elementary School

School Improvement Plan

2018-2019

Comprehensive Progress Report

Mission:

Randolph County Schools Mission Statement

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.

Randolph County School System Vision Statement

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that:

Vision:
- 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 at the "Expected Growth" Level or higher. "

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! = Past Due Objectives   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**
Initial Assessment:	We are currently beginning implementation of PBIS. We have created a team, established school-wide behavior expectations, and trained staff on tier one implementation. (2017-2018)	Limited Development 08/15/2017		
How it will look when fully met:	-All staff members will be fully trained in the PBIS model for tier 1. -All staff members will use the ROAR matrix to establish and maintain school expectations. This matrix represents our school expectations of being Respectful, Organized, Always Positive, and Responsible, and clearly defines expectations in common locations around the building. -School staff will use Tiger Paws as reinforcers. -School use of Minor Incident Reports and Office Discipline Referrals and school wide procedures for write ups.		**Brandon Blunk**	**06/08/2019**
Actions		3 of 4 (75%)		
9/11/17	Train staff in PBIS.	Complete 08/17/2017	Brandon Blunk	06/07/2019
Notes:	Staff received part one of the training on August 17th, 2017, and they will receive additional training as the PBIS team determines needs. Kerri Cole will maintain copies of training materials, sign ins, and agendas.			
9/28/18	School Guidance Counselor will conduct quarterly Character Awards to recognize individual students in the school.		Brandon Blunk	06/07/2019
Notes:	These character awards will be focused around our ROAR expectations.			
9/11/17	Classroom teachers will monitor tiger paw reinforcers to help plan and implement lessons in classroom meetings.	Complete 06/13/2018	Brandon Blunk	06/08/2019
Notes:	Classroom Meeting logs will be turned into the guidance counselor. These logs will reflect classroom meeting topics that support the areas of concern shown by tiger paw reinforcers, as well as, teacher observations.			
9/11/17	The PBIS team will monitor tiger paw data from the school level to ensure that reinforcers are being used consistently across grade levels and ROAR expectations.	Complete 06/13/2018	Brandon Blunk	06/08/2019

Notes:	Teachers will enter ROAR collection data each month into a Google Spreadsheet so that the PBIS team can analyze how many tiger paw reinforcers were awarded to each class by expectation (Respectful, Organized, Always Positive, and Responsible) then by grade level. This will help us to monitor the distribution of tiger paws to ensure we are implementing school wide reinforcers to fidelity.				

Core Function:	Dimension A - Instructional Excellence and Alignment				
Effective Practice:	**Curriculum and instructional alignment**				
KEY A2.04	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**	
Initial Assessment:	We are planning according to the district pacing that aligns with the state standards. We discuss pre and post test for units of study, but we do not currently have a document that shows the criteria that is aligned in the 7 step process. Teachers plan together and follow the same scope and sequence for units. (2017-2018)	Limited Development 04/19/2017			
How it will look when fully met:	Each grade level and subject area in all taught curriculums will have a written unit for teachers to follow.		**Lindsay Reynolds**	**06/11/2021**	
Actions		1 of 4 (25%)			
	9/11/17	All teachers will utilize the resources provided by RCSS, the Virtual Implementation Kit from NCDPI, and the NCTools4Teachers website from NCDPI to plan core content areas.		Lindsay Reynolds	06/07/2019
	Notes:	All teachers will utilize the resources provided by RCSS, the Virtual Implementation Kit from NCDPI, and the NCTools4Teachers website from NCDPI to plan core content areas.			
	9/28/18	Teachers will participate in Just In Time Quarterly Professional Development in ELA and Math to prepare for changes in standards and assist in planning.		Lindsay Reynolds	06/07/2019
	Notes:	PD Provided by RCSS			
	3/21/18	Teachers will utilize the pacing guides and Clusters provided by NCDPI and RCSS when lesson planning.		Lindsay Reynolds	06/11/2021
	Notes:	Teachers will utilize the pacing guides and Clusters provided by NCDPI and RCSS when lesson planning.			
	3/21/18	Teachers will attend training sessions provided by RCSS lead teachers on new standards for the 2018-2019 school year.	Complete 06/08/2018	Lindsay Reynolds	06/11/2021
	Notes:	Teachers will attend training to learn about minor changes in curriculum and new resources for the upcoming 2018-2019 school year.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	Student support services			
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
Initial Assessment:	During weekly grade level Professional Learning Team meetings, teachers discuss student concerns with principal, lead teacher, and teammates to problem solve and determine next steps in strategies and support. Each week, the committee decides to continue strategies, develop an Intervention Plan, or refer to the Multi-tier System of Supports team. All the discussions we have in weekly PLTs are documented in a spreadsheet that can be accessed by the MTSS co-chairs and leadership. This has helped to track student progress and better align the tiered system so that all professionals involved with the student's education know what has been discussed and implemented.

The MTSS team meets twice a month to discuss student referrals and students currently in the process. The MTSS team has new co chairs that are working hard to make the referral process (strategy tracking, paperwork, and communication) more consistent and easier for regular education that may be unfamiliar with the process. We have improved in our efforts to communicate and allow the process to be more fluid between tiers, but we still have areas of weakness in communication. (2017-2018) | Limited Development 04/19/2017 | | |
How it will look when fully met:	When fully met, all students will receive core instruction in reading that is differentiated to meet their individual learning needs. Those students who require supplemental instruction will also receive core instruction daily in literacy. In order to show evidence, core teachers and supplemental teachers will provide lesson plans that show what students receive in both core and supplemental instruction. In addition, schedules will be provided by the core teacher and supplemental teacher to ensure that students who receive supplemental instruction are also receiving core instruction in the same academic area and not missing instruction from another academic area. Data will be collected based on students served outside the classrooms by reading specialist.		Kathryn Sorrell	06/08/2020
Actions		4 of 6 (67%)		
6/27/17	Teachers both core and supplemental will implement guided reading to fidelity, including word work, to meet the county and school requirements in order to differentiate instruction for all students.	Complete 06/08/2018	Mary Smith	06/08/2018

	Notes:	The guided reading lesson plans will be checked by administration to ensure all teachers are completing them. In addition, teachers will submit examples of guided reading lesson plans twice a month for upload to show differentiation and word work. Teachers will also submit schedules to show that frequency of guided reading groups based on school guidelines is being met.			
	6/27/17	Schedules will coordinate with master, core, and supplemental instruction to ensure all students receive guided reading from the core instructor, as well as, certified supplemental instructors if necessary.	Complete 06/08/2018	Sherri Jordan	06/08/2018
	Notes:	Schedules will be looked at by administration to ensure that no student is missing core instruction to receive supplemental instruction. The master schedule, classroom guided reading schedules, and reading specialist schedules will cross checked quarterly to ensure students are not missing core instruction.			
	9/28/18	Teachers will participate in Differentiation professional development with Laurie Sypole to strengthen core instruction for tier 1 students.	Complete 09/26/2018	Kerri Cole	09/28/2018
	Notes:				
	9/28/18	Teachers will participate in Numbers Talk professional development provided by Ana Floyd to strengthen core math instruction.		Kerri Cole	06/07/2019
	Notes:				
	9/28/18	Teachers will participate in ELA Instructional Practices professional development provided by Deanna Wiles to strengthen core instruction in ELA.		Kerri Cole	06/07/2019
	Notes:				
	6/27/17	All independent literacy stations will be research based.	Complete 06/13/2018	Donna Dalke	06/08/2019
	Notes:	Teachers will need to show use of research based literacy stations in plans. This can be accomplished by using a spreadsheet to show what literacy stations are being implemented with an explanation of the research based strategy being implemented and the source. Discussions will take place in PLCs and grade level members will be responsible for giving you examples of literacy stations.			

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
Initial Assessment:		As a school, we are very aware that students emotional state impacts their academic abilities. We are committed to educating and developing the whole child which includes supporting their social and emotional cognitive development. We currently implement the Second Step's program in classroom (but not ALL with fidelity) and guidance lessons. We are aware that supports are necessary to help students who struggle with social and emotional issues, but we feel more staff development is necessary to reach full implementation. (2017-2018)	Limited Development 04/19/2017		
How it will look when fully met:		Teachers will be more aware of student emotions and how they impact learning. Teachers will have tools and strategies to help address the emotional needs of students.		**Laura Carter**	**06/12/2020**
Actions			0 of 5 (0%)		
	9/11/17	Each classroom will conduct weekly Second Steps and Class Meetings.		Mary Smith	06/12/2019
	Notes:				
	3/21/18	The guidance counselor will pull small focus groups and conduct individual sessions based on teacher concerns and character traits being studied in the school.		Brandon Blunk	06/12/2019
	Notes:				
	3/21/18	The guidance counselor holds monthly lunch bunch groups for students nominated by teachers based on school-wide character trait studies.		Brandon Blunk	06/12/2019
	Notes:				
	3/21/18	Students in second grade will participate in CARE and fifth graders will participate in DARE, both provided by Randolph County Sheriff's Department.		Mary Smith	06/12/2019
	Notes:				
	3/21/18	Students in grades K-5 receive guidance instruction from the school guidance counselor twice a month.		Brandon Blunk	06/12/2019
	Notes:				

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
Initial Assessment:		Under Title I, we currently complete a Transition Plan to document supports for incoming Kindergartners, students transitioning between grade levels, and fifth graders that are transitioning to middle school. We have a working relationship with our feeder middle school to help give students support prior to entering middle school. We also give opportunities to local preschool facilities to visit the campus. In addition, we have a Title I Parental Engagement Night that focuses on students transitioning to the next grade level.	Limited Development 08/15/2017		
How it will look when fully met:		Our school will have transitional plans to help all students transition from grade level to grade level and between schools.		**Crystal Lambeth**	**06/07/2019**
Actions			0 of 3 (0%)		
	9/11/17	Seagrove will hold a Title I night to support transitions for the upcoming school year.		Kerri Cole	06/07/2019
	Notes:				
	3/21/18	Local Pre-K programs come to spend half the day with our Kindergarten students.		Kerri Cole	06/07/2019
	Notes:				
	3/21/18	Seagrove and Southwestern Randolph Middle School coordinate activities to help with the transition from elementary to middle school for rising 6th graders.		Brandon Blunk	06/07/2019
	Notes:	SWRMS comes to SES, SES goes to SWRMS, and SWRMS hosts a parent night for SES and other feeder schools.			

Core Function:	Dimension B - Leadership Capacity				
Effective Practice:	**Strategic planning, mission, and vision**				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Evidence is uploaded in the Indicator Folder	Full Implementation 04/19/2017		

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
Initial Assessment:		Currently we are meeting once a month for an hour with representation from all grade levels, as well as lead teacher, principal, assistant principal, guidance counselor, media specialist, reading specialist, teacher assistant, Exceptional Children's chair, and parent representative. This team discusses data, budget, and school concerns and relays the information to the appropriate grade levels or departments.	Limited Development 04/19/2017		
How it will look when fully met:		Leadership team will meet twice a month to review data and determine effective practice within our school		**Sherri Jordan**	**06/07/2019**
Actions			0 of 3 (0%)		
	9/11/17	PLC meetings are held weekly with Principal, AP, and Lead Teacher to discuss data and students needs.		Brandon Blunk	06/07/2019
	Notes:				
	3/21/18	The MTSS Team meets twice a month to discuss students currently in tier 2 and students being recommended for more intensive support.		Brandon Blunk	06/07/2019
	Notes:				
	3/21/18	The Leadership Team, consisting of elected representative and other school-wide positions meets twice a month.		Lindsay Reynolds	06/07/2019
	Notes:				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			
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
Initial Assessment:	School committees made up of various staff and parent representation meet a minimum of once a month. PLC have 2 required meetings a week. One is conducted by the principal and lead teacher. This meeting focuses on student data and concerns, professional development, and curriculum and assessment. The second meeting is held by the grade level chair during a PLC time. During this meeting they discuss and create instructional materials, as well as review student data. Minutes are recorded for all school level committees and the two required PLCs.	Limited Development 04/19/2017		
How it will look when fully met:	Teachers will work in PLTs with assign roles at designated times throughout the school day to complete instructional planning and improvements.		**Donna Dalke**	**06/12/2020**
Actions		**0 of 2 (0%)**		
3/21/18	Teachers work in collaborative groups to plan weekly instruction.		Donna Dalke	06/07/2019
Notes:				
9/11/17	Teachers receive grade level planning five days a week for 45 minutes.		Donna Dalke	06/07/2020
Notes:				

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**
Initial Assessment:	At this time the principal is involved in the weekly PLTs, MTSS Team, School Leadership Committee, Media and Technology Committee, and Curriculum Committee when needed. In addition, the principal is in classrooms daily. Feedback from informal walkthroughs is provided through an email generated from a google doc. Staff also received feedback in post conferences after observations are completed. Currently the county expectation is for principals to be in classrooms for 2 hours daily.	Limited Development 04/19/2017		
How it will look when fully met:	The principal will monitor instructional practices through various resources (ie. walkthroughs, lesson plan checks, MTSS meetings, leadership meetings, PLTs). In addition, staff members will receive constructive feedback to improve instructional practices.		**Kathryn Sorrell**	**06/12/2020**
Actions		**0 of 3 (0%)**		
3/21/18	The Principal will create observation schedules to align with the state observation requirements for all certified staff members.		Jamie Armfield	06/12/2019
Notes:	The schedule is given to staff at the beginning of each year to indicate when/who will be conducting their observations and summative evaluation.			
3/21/18	There will be leadership representation on all committees.		Jamie Armfield	06/12/2019
Notes:	A leadership representative (principal, assistant principal, lead teacher) will attend every committee meeting.			
9/11/17	Principals conduct weekly walk-throughs and submit a google form that is emailed to the teachers with each occurrence.		Jamie Armfield	06/12/2020
Notes:				

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
Initial Assessment:			We currently discuss grade level data during weekly PLT meetings. School data is analyzed quarterly by the Administrative Team and School Leadership Team. We do a good job collecting, organizing, and analyzing data, but we need to improve in the action steps following the data analysis. We also need to improve drilling down from grade level to classroom to student in PLT Meetings.	Limited Development 04/19/2017		
How it will look when fully met:			Through our analysis of various data sources, we will increase our proficiency levels by 5% in literacy and math. We will base this growth on K-3 Mclass assessments and 3-5 End of Grade Test data.		Katie Henderson	06/08/2018
Actions				5 of 8 (62%)		
		10/19/17	Provide professional development on Engage NY Units to 3-5 teachers and being implementation in literacy blocks.	Complete 06/13/2018	Katie Henderson	06/08/2018
		Notes:				
		10/19/17	Provide various in house professional development sessions on guided reading, mClass assessments, vocabulary, and literacy stations.	Complete 06/13/2018	Katie Henderson	06/08/2018
		Notes:				
		10/19/17	Monthly common formative assessments will be administered and discussed in PLC meetings.	Complete 06/13/2018	Katie Henderson	06/08/2018
		Notes:	Administration will monitor technology use by checking monthly reports, lesson plans, and informal walkthrough data.			
		10/19/17	Utilize K-5 math technology resources (Mathseeds, Prodigy, Flocabulary, and Xtra Math).	Complete 06/13/2018	Jamie Armfield	06/08/2018
		Notes:				
		10/19/17	Increase math fact fluency in K-5 students by implementing school incentive Fact Fluency Challenge.	Complete 06/13/2018	Kerri Cole	06/08/2018
		Notes:	The Fact Fluency Challenge focuses on grade level appropriate facts.			
		9/28/18	Teachers will participate in Just In Time Quarterly professional development to prepare for instructing students on the new ELA and Math standards as requested by the staff.		Katie Henderson	06/07/2019
		Notes:				

	9/28/18	Provide professional development for teachers to earn Digital Literacy credits for the 2018-2019 school year.		Katie Henderson	06/07/2019
Notes:					
	9/28/18	Administration will administer a mid year and end of year survey to receive feedback from staff and provide appropriate professional development.		Katie Henderson	06/07/2019
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
Initial Assessment:		Evidence is included in the folder for this indicator.	Full Implementation 04/19/2017		

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently our school sends out a quarterly school newsletter that includes information from all grade levels and departments, as well as, the Parent Teacher Organization and principal. Our school webmaster also updates the webpage frequently. We also push out information through Peachjar and School Messenger. The principal sends out weekly phone messages through School Messenger that informs parents of upcoming events. Parents receive the information through email. Parents also have the option to sign up for Parent Portal to access attendance, academic, and fee information and contact staff if necessary. Classrooms send newsletters periodically. We conduct a minimum of 5 Title I parent nights that are focused on informing parents about the curriculum, and they receive resources to help their children with academics at home. In addition to Title I Parent Nights, we have PTO events and meetings throughout the year. Flyers are sent home to inform parents of upcoming events and changes in information.	Limited Development 04/19/2017		
How it will look when fully met:			Parents and all stakeholders would be aware of occurrences within the school. They will be more aware of curriculum requirements and school expectations.		Donna Small	06/07/2019
Actions				0 of 4 (0%)		
		9/11/17	Four Title I parent nights are planned each year by the Curriculum Committee to educate parents on the standards their children are required to master.		Kerri Cole	06/07/2019
		Notes:	Parents are provided with resources to help their children at home.			
		3/21/18	Teachers will send home monthly newsletters as a grade level to give curriculum updates and grade level information.		Crystal Lambeth	06/07/2019
		Notes:				
		3/21/18	The Principal will make weekly phone calls to parents using School Messenger to update them on school happenings and important school updates.		Jamie Armfield	06/07/2019
		Notes:				
		3/21/18	Teachers and staff will communicate the classroom curriculum and student performance using a variety of communication methods.		Crystal Lambeth	06/07/2019

Notes: Teachers will send home student work weekly along with communication about how to access technology programs at home.

School: Seagrove Elementary School

School Year: 2018-2019

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *" The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Principal	Jamie Armfield		
Assistant Principal	Katie Henderson		
Lead Teacher	Kerri Cole		
School Counselor	Brandon Blunk		
Kindergarten Teacher	Crystal Lambeth		
First Grade Teacher	Donna Dalke		
Second Grade Teacher	Laura Carter		
Third Grade Teacher	Donna Small		
Fourth Grade Teacher	Lindsay Reynolds		
Fifth Grade Teacher	Mary Smith		
EC Teacher	Amanda Julian		
Teacher Assistant	Lori Brady		
Media Specialist	Kathy Sorrell		
Parent Representative	Jennifer Fales		

RANDOLPH
County School System

NCStar/SIP Mandatory Components

School Name: Seagrove Elementary School

School Year: 2018-2019

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.

Indicator A4.01 requires the school master schedule to provide support for guided reading during assigned literacy blocks. In order to provide additional literacy support for all grade levels, teachers are unable to have daily duty-free lunch. Duty-free lunch is provided twice a year by our PTO representatives.

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 45 minutes a day of planning, five days a week during the school day while students are in encore classes. In addition to the daily planning during the school day, they also receive 30 minutes 4-5 days a week after dismissal. Teachers work with team members and other administrative support during these planning times.

Transition Plan for At-Risk Students
☒ Elementary to Middle School
☐ Middle School to High School
Please describe transition plan below.

Each year, the principal, counselor, and 6th grade teachers come to meet with our fifth graders to discuss the middle school transition. We also arrange a field trip for the fifth graders to visit the middle school to acclimate them to the building and schedule. We also host a Title I Transition Night at the elementary school and invite parents to attend. During this night, we invite middle school representatives to answer parent concerns. The middle school also offers standalone nights for rising sixth graders and their families.

Safe School Plan for **Seagrove Elementary 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:
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				
MTSS Training				
Data Analysis				

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.**