RANDOLPH
County School System

# John Lawrence Elementary School

# School Improvement Plan

# 2016-2017

**John Lawrence Elementary School**

**School Improvement Plan**

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

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

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

| **Action Steps/Strategies** | **Implementation** | | **Monitoring** | | | **Completion** | |
|---|---|---|---|---|---|---|---|
| | Team Members | Resources/Professional Development Needed | Persons Responsible | Evidences | Reporting Timeframe | Target Date | Next Steps |
| **Explore the MTSS framework throughout the 2016-17 school year** | **School-based MTSS team** | **Monthly information provided in RCSS curriculum newsletter** | **Principal and school-based MTSS team** | **Minutes from MTSS meetings** | **2016-17 school year** | **June 2017** | |
| **Generate a list of at-risk students in transition grades to be shared with the next feeder school at the end of the year.** | **School counselor support staff classroom teachers** | **Create an at-risk document to identify at-risk students. Documents needed to create the at-risk document include: academic, behavioral, discipline, and** | **School counselor school administrators classroom teachers** | **Complete list of at-risk students** | **3rd Quarter** | **June 2017** | |

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|---|---|---|---|---|---|---|---|
| | | social/emotional data | | | | | |
| School Counselor will pull at-risk 5th grade students to discuss in depth the transition to middle school. | School Counselor, 5th Grade Teachers | Data: academic, behavioral, discipline, and social/emotional | School Counselor, 5th Grade Teachers Lead Teacher Administration | Schedule of small group sessions with Counselor | Quarterly | June 2017 | Identify at-risk 4th grade students |

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**Current Level of Performance (Data Summary): End of Grade Reading test results indicate there was an achievement gap between males and females. This gap has existed for several years. The female students at John Lawrence have outscored male students in the area of reading.**

**Annual Goal: Reduce the achievement gap in the area of reading between males and females.**
**Based on EOG Reading Overall- 51.3% males, 65.5% was females. Our goal is to reduce the gap by 10%.**

| **Action Steps/Strategies** | **Implementation** | | **Monitoring** | | | **Completion** | |
|---|---|---|---|---|---|---|---|
| | Team Members | Resources/Professional Development Needed | Persons Responsible | Evidences | Reporting Timeframe | Target Date | Next Steps |
| **Administer reading interest inventory to our male population in K-5 to increase engaging books accessible to students.** | **Instructional and Support Staff** | **Interest inventories<br>Books for classroom libraries<br>Books for media<br>Books for guided reading rooms** | **Administration, Lead Teacher, Media Specialist, Reading Specialist, Instructional and Support Staff** | **Results to interest inventory<br>Data notebooks<br>Books purchased<br>Classroom libraries** | **Quarterly** | **June 2017** | |
| **Use specific teacher leadership to enhance daily literacy instruction.** | **Instructional and Support Staff** | **Schedule<br>Specials Teachers/TA's<br>Reading Volunteers<br>Literacy Materials** | **Administration<br>Lead Teacher<br>select Classroom** | **Schedule<br>Lesson Plans<br>Benchmarks** | **Quarterly** | **June 2017** | |

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|---|---|---|---|---|---|---|---|
| | | School wide book reviews<br>Achieve 3000<br>PTEC workshops | Teachers | Monthly reading grids<br>Reading 3D<br>Fountas and Pinnell and Achieve 3000 | | | |
| Utilize ELA data to inform and drive instruction. | Lead Teacher Instructional and Support Staff | PLC Time<br>Lead Teacher<br>Literacy Materials<br>Data room<br>Reading 3D<br>Fountas and Pinnell<br>Achieve 3000<br>KEA<br>Letterland<br>CFA's | Lead Teacher Instructional and Support Staff | Meeting Notes<br>Schedule<br>PLC agendas<br>Reading progress charts<br>Reading 3D<br>Data room<br>Data notebooks<br>KEA<br>Letterland<br>CFA data | Quarterly | June 2017 | |

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**Current Level of Performance (Data Summary): Reading data indicates the need to increase the number of students that are proficient in reading.**

**Annual Goal: Improve the K-3 overall reading proficiency from 52% to 60% based on mClass data and EOG reading proficiency from 58.3% to 66%.**

| **Action Steps/Strategies** | **Implementation** | | **Monitoring** | | | **Completion** | |
|---|---|---|---|---|---|---|---|
| | Team Members | Resources/Professional Development Needed | Persons Responsible | Evidences | Reporting Timeframe | Target Date | Next Steps |
| **Using best practices within the 2-hour daily literacy block to ensure rigor and relevance for all students.** | **Classroom Teachers<br>Lead Teacher<br>Administration** | **Daily Planning Time<br>Collaborative Planning<br>PLC with Lead Teacher<br>CCSS<br>Literacy Materials<br>Curriculum Night<br>Book Reviews<br>Letterland<br>Teacher developed CFA's<br>PLC Meetings<br>Lead Teacher** | **Lead Teacher<br>Administration<br>Instructional and Support Staff** | **Curriculum Maps<br>Lesson Plans<br>Feedback<br>Data notebooks<br>CFA data<br>PLC minutes** | **Quarterly** | **June 2017** | |

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|---|---|---|---|---|---|---|---|
| | | District Lead Teacher | | | | | |
| Use specific teacher leadership to enhance daily literacy instruction. | Instructional and Support Staff | Schedule<br>Specials<br>Teachers/TA's<br>Reading Volunteers<br>Literacy Materials<br>Marzano's Academic Vocabulary Materials<br>School wide book reviews<br>Achieve 3000<br>PTEC workshops<br>NCCAT sessions<br>District lead teacher | Administration<br>Lead Teacher<br>Select Classroom Teachers<br>District lead teacher | Schedule<br>Lesson Plans<br>Benchmarks<br>Monthly reading grids<br>Reading 3D<br>Fountas and Pinnell and Achieve 3000 data | Quarterly | June 2017 | |
| Utilize ELA data to inform and drive instruction. | Instructional and Support Staff | PLC Time<br>Lead Teacher<br>Literacy Materials<br>Data room<br>Reading 3D<br>Fountas and Pinnell<br>Achieve 3000<br>KEA<br>Letterland<br>CFA's | Classroom Teachers<br>Lead Teacher<br>Administration | Lesson Plans<br>Curriculum Maps<br>CFA data<br>KEA | Quarterly | June 2017 | |

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**Current Level of Performance (Data Summary): Math data indicates the need to increase the number of students that are proficient in math.**

**Annual Goal: Increase EOG math proficiency from 69.4% to 75%.**

| **Action Steps/Strategies** | **Implementation** | | **Monitoring** | | | **Completion** | |
|---|---|---|---|---|---|---|---|
| | Team Members | Resources/Professional Development Needed | Persons Responsible | Evidences | Reporting Timeframe | Target Date | Next Steps |
| **Analyze data to drive math instruction in all grade levels.** | **Lead Teacher<br>Administration<br>Instructional and support staff** | **Teacher developed CFA's<br>Investigations<br>PLC Meetings<br>Lead Teacher/District Lead Teacher<br>Quarterly benchmarks<br>Universal Screenings<br>KEA<br>Schoolnet** | **Instructional and support staff<br>Lead Teacher<br>Administration** | **CFA data<br>PLC minutes<br>Benchmark data<br>Universal screening data<br>KEA** | **Quarterly** | **June 2017** | |
| **Use specific teacher leadership to enhance daily math instruction.** | **Instructional and Support Staff** | **Lead Teacher<br>PLC meetings<br>Investigations<br>Questioning Techniques** | **District Lead<br>Math Teacher<br>Administration<br>Classroom Teachers** | **PLC Agendas<br>Curriculum Maps<br>Lesson Plans<br>CFA data** | **Quarterly** | **June 2017** | |

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|---|---|---|---|---|---|---|---|
| | | **Math Stations**<br>**County Pacing Guides**<br>**DPI Resources**<br>**District lead's Walkthroughs(K-2) and model lessons in 3-5** | **Lead Teacher** | **Quarterly benchmark data (3-4)**<br>**Proof of Concepts Data for 5th**<br>**Feedback from district lead's walkthroughs** | | | |

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**Current Level of Performance (Data Summary): EOG data indicates a need to increase proficiency in Science**

**Annual Goal: Increase proficiency on the 5th grade Science EOG from 65.3% to 70%**

| **Action Steps/Strategies** | **Implementation** | | **Monitoring** | | | **Completion** | |
|---|---|---|---|---|---|---|---|
| | Team Members | Resources/Professional Development Needed | Persons Responsible | Evidences | Reporting Timeframe | Target Date | Next Steps |
| **Increase the effectiveness of science instruction in K-5.** | **Instructional and Support Staff** | **TASC kits<br>Uncovering Student ideas in science<br>STEMscopes (3-5)<br>National Geographic (k-2)<br>Textbook trainings<br>County Pacing Guides<br>Discovery Education** | **Instructional and Support Staff and Administration** | **Lesson plans<br>PLC minutes<br>Textbook trainings<br>Curriculum Maps** | **Quarterly** | **June 2017** | |
| **Provide opportunities for student engagement through technology and hands on experiences.** | **Instructional and Support Staff** | **SmartBoard<br>Computers<br>Chromebooks<br>Science Court<br>Study Jams** | **Instructional and Support Staff<br>Administration** | **Lesson Plans<br>Google Chromebook Calendar<br>Usage** | **Quarterly** | **June 2017** | |

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|---|---|---|---|---|---|---|---|
| | | **Brain Pop**<br>**STEMscopes**<br>**National Geographic Digital Library**<br>**County Pacing Guides**<br>**Discovery Education**<br>**Flocabulary** | | **Schedule**<br>**Curriculum maps** | | | |

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**Current Level of Performance (Data Summary): Research indicates students need to learn in a safe and nurturing environment.**

**Annual Goal: Goal, action steps, and strategies are included in our safe school plan.**

| **Action Steps/Strategies** | **Implementation** | | **Monitoring** | | | **Completion** | |
|---|---|---|---|---|---|---|---|
| | Team Members | Resources/Professional Development Needed | Persons Responsible | Evidences | Reporting Timeframe | Target Date | Next Steps |
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**Professional Development Plan**

Professional Development Goal(s): Enhance teacher knowledge of strategies that will increase student engagement in all areas of instruction.

Professional Development Design and Schedule:

- Staff development funds used for ½ day Data Dives (a detailed look at classroom data in order to meet individual student needs)
- Local school funds used for teachers to attend PTEC and NCCAT sessions and provide feedback sessions with other staff members
- Weekly engagement excerpts included in Lion Lines
- Staff development funds used for teachers to attend Letterland training.

Progress Toward Meeting Professional Development Goals:

Quarter 1: District Lead Literacy Teacher PLC session focused on Literacy stations. Canvas training with 3rd, 4th, and 5th grade teachers and media specialist. Letterland training completed with 1st grade teachers and reading specialist.

Quarter 2:

Quarter 3:

Quarter 4:

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

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

**LEA or Charter Name/Number: Randolph County School System**
**School Name/Number: John Lawrence Elementary School**

**School Address:** 6068 Suites Rd. Archdale, NC 27263
**Plan Year(s): 2016-2018**
**Date Elected to School Improvement Team:**
**Date School Improvement Plan Prepared:**
**Principal Signature:**_____

**Local Board Approval Signature:** _____

## School Improvement Team Membership

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

| Committee Position* | Name | Committee Position* | Name |
|---|---|---|---|
| Principal | Ginger Crites | | |
| Assistant Principal | Julie Lindsay | | |
| Teacher Representative 3rd (Chair) | Ann Callicutt | | |
| Instructional Support Representative | Mickey Johnson | | |
| Teacher Assistant Representative | Vicki Causey | | |
| Parent Representative | Ashley Ogles | | |
| Teacher Representative 5th Grade | Angela Bracken | | |
| Teacher Representative 1st Grade | Bridget Hrinko-Smith | | |
| Teacher Representative Kindergarten | Keri Williamson | | |
| Teacher Representative 2nd Grade | Valarie Sigmon | | |
| Teacher Representative 4th Grade | Blair Henry | | |
| Teacher Representative EC | Don Rakes | | |
| Media Specialist | Kathy Somero | | |
| School Counselor | Shannon Freeman | | |
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* Add to list as needed. Each group may have more than one representative.

# SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

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

**LEA or Charter Name/Number: Randolph County School System**
**School Name/Number:** Choose an item.

**School Address:**
**Plan Year(s): 2016-2018**

# Quarter One- School Improvement Team Plan Review

## School Improvement Team Membership

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

| Committee Position* | Name | Committee Position* | Name |
|---|---|---|---|
| Principal | | | |
| Assistant Principal Representative | | | |
| Teacher Representative | | | |
| Inst. Support Representative | | | |
| Teacher Assistant Representative | | | |
| Parent Representative | | | |
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* Add to list as needed. Each group may have more than one representative.

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

**LEA or Charter Name/Number: Randolph County School System**
**School Name/Number:** Choose an item.

**School Address:**
**Plan Year(s): 2016-2018**

# Quarter Two- School Improvement Team Plan Review

## School Improvement Team Membership

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

| Committee Position* | Name | Committee Position* | Name |
|---|---|---|---|
| Principal | | | |
| Assistant Principal Representative | | | |
| Teacher Representative | | | |
| Inst. Support Representative | | | |
| Teacher Assistant Representative | | | |
| Parent Representative | | | |
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| Evaluation | Quarter 3 |
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| What data was used to determine if the School Improvement Plan strategies were deployed with fidelity?<br><br>What data was used to determine if the action steps impacted the measurable strategies? | Goal 1:<br>Goal 2:<br>Goal 3:<br>Goal 4:<br>Goal 5: |
| **Reflection** | |
| What does the data tell us?<br>What cannot be gleaned from the data?<br>What improvements have been made to this point?<br>What are the opportunities for improvement? | |

**LEA or Charter Name/Number: Randolph County School System**
**School Name/Number:** Choose an item.

**School Address:**
**Plan Year(s): 2016-2018**

# Quarter Three- School Improvement Team Plan Review

## School Improvement Team Membership

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

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

**LEA or Charter Name/Number: Randolph County School System**
**School Name/Number:** Choose an item.

**School Address:**
**Plan Year(s): 2016-2018**

# Other Review

## School Improvement Team Membership

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

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

**School-based Management and Accountability Program**
**Summary of School-based Waiver Requests**
**Program Years 2016-2017**

**School Name: John Lawrence Elementary**

| School Numbers(s) 330 | Request for Waiver |
|---|---|
| | **1. Please describe the waiver you are requesting.** |
| | **John Lawrence Elementary School is requesting a waiver from the State – required on-going operational activity of providing a daily duty-free lunch for teachers.** |
| | **2. Identify the law, regulation, or policy from which exemption is required.** |
| | **G.S. 115C-105.27(b)(6)** |
| | **3. State how the waiver will be used.** |
| | **Resources will be used to provide teachers with planning during the instructional day.** |
| | **4. State how this wavier helps achieve the specific performance goals.** |
| | **Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.** |
| | *(please duplicate this sheet as needed for additional waivers)* |
| | |

**Safe School Plan for**

**John Lawrence 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: Ginger Crites, Principal

**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): Julie Lindsay**
**Teachers: All Classroom Teachers, Specials Teachers, EC Teachers, Lead Teacher, Reading Specialist, Remediation Teacher 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: All Classroom Teacher Assistants**
**Other School Staff: Office Staff, Cafeteria Staff, Nurse, Custodians**

**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).**

1. Safe Schools Survey is conducted annually
2. Social workers, school nurses, school counselors, psychologists, speech therapists, occupational and physical therapists and other support staff observe students; conduct appropriate assessments and conference with students, parents, and other school staff.
3. Teachers and administrators observe students, review student's academic, discipline, attendance and test data in addition to conferencing with students and parents. IEP's and Section 504 plans are also evaluated.
4. Administrators, teachers and support staff work cooperatively with community agencies such as court counselors and mental health counselors in

assessing and meeting the needs of students.

5. Central office staff coordinates student surveys and program evaluations/reports for in-school suspensions, out-of-school suspensions, bus suspensions, dropout prevention, Safe and Drug-Free Schools, and School Crime and Violence.
6. Testing and Accountability department evaluates school system data and provides disaggregated data and longitudinal data to all schools. Testing and Accountability and Instructional departments assist school staff in interpreting and analyzing data.
7. School Improvement team review all data (discipline, attendance, academic, etc.) to assess student needs.

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: **To provide heightened supervision across campus utilizing student safety patrol**

Target: **Campus Supervision**

Indicator: **Student's arrival in a safe and orderly manner.**

Milestone Date: **School year 2016-2017**

Goal: **In an effort to maintain the student's safety during afternoon dismissal, car rider pick up must display a car rider sign in the window of the vehicle for all students who will be picked up.**

Target: **Ensure students are picked up by an adult who is on their approved pick up list.**

Indicator: **Safer dismissal procedure.**

Milestone Date: **August 2016**

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: **To provide monetary supports for low socio-economic students**

Target: **At-risk students**

Indicator: **Back Pack Pals, Christmas support, provide funds to support student's individual needs**

Milestone Date: **School year 2016-2017**

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 (Critical Response Video, Sexual Harassment Video, Blood Borne Pathogen, First Aid, review of Emergency Flip Chart, Food Allergies Training, Asthma and Diabetes Training** | August/September 2016 | | | |
| **MTSS Training** | School Year 2016-2017 | | | |
| **Data Analysis** | Monthly in Data Room with Teachers, Students analyze their own data with Data Notebooks all year | | | |
| **Continued Book Study – Engaging Students with Poverty in Mind** | School Year 2016-2017 | | | |

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.**