



Randleman High School
School Improvement Plan
2018-2019

Comprehensive Progress Report

Mission:

Randolph County School System 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

Vision:

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:

Randolph County School System Goal 2019 By the end of the 2018-2019 school year, at least 75% of the students taking End-of-Grade (EOG) tests and End-of-Course (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 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
		<i>Initial Assessment:</i>	Randleman High School has standard operating procedures in place across all classes to ensure that certain procedures are consistent for students. Our school believes that the core of classroom management is bell-to-bell instruction. Our standard procedures include opening class with a bell ringer; posting a daily agenda, objectives, and learning targets or essential questions on the board; and providing meaningful early finisher tasks. By having these curricular routines in place, we ensure high time on task and limited down time. As for staff, we work to provide consistency and quality instruction. We endeavor to fully engage students in learning, to communicate effectively with students to diffuse negative situations, and to establish organizational/procedural structures to ensure that classrooms are managed effectively to provide productive, safe learning environments.	Limited Development 08/25/2017		

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	<p>This indicator was marked complete in the 2017-2018 school year. Randleman High School teachers follow our standard operating procedures with fidelity, ensuring standards-driven, bell-to-bell instruction. Currently, procedures are in place for posting on the board, obtaining missing work, leaving class, etc., and these protocols will be followed with fidelity in the future. Positive parent contacts will be made early in the first nine weeks of a course. Learning targets will be referred to during instruction to help students hone in on learning goals and to serve as formative assessments to check students' understanding of key content and skills being taught in the day's lesson. Key procedures and classroom management policies will be incorporated on classroom syllabi and taught in the first days of each semester to ensure student understanding of expectations. Each teacher has a step-by-step classroom management plan that involves teacher actions, parent contacts, and administrative support. Additionally, each teacher establishes and teaches procedures within the first few days of school to ensure that students understand classroom expectations. The principal, assistant principal, lead teacher, and career development coordinator observe classes regularly to ensure that class expectations are met and that student behavior is appropriate.</p>		Objective Met 09/30/18	Dennis Hamilton	05/30/2018
Actions					
4/30/18	<p>To attain this indicator during the 2017-2018 school year and beyond, Randleman High School students will receive copies of Randleman High School's Student Handbook at the start of the school year. Homerooms will be conducted to go over key procedures and guidelines from the handbooks at the beginning of fall semester so that students are clear on guidelines and expectations. The first week of the semester will be used to remind and reinforce the standard operating procedures established for our students.</p>		Complete 08/30/2017	John Shelton	08/30/2017
<i>Notes:</i>					
4/30/18	<p>To attain this indicator during the 2017-2018 school year and beyond, Randleman High School administrators will conduct walkthroughs of the building to check that standard operating procedures are being followed with fidelity. They will conduct these walkthroughs at various times of the day.</p>		Complete 04/12/2018	John Shelton	05/30/2018
<i>Notes:</i>					

9/11/17	To attain this indicator during the 2017-2018 school year and beyond, Randleman High School will have standard operating procedures in place in all classrooms to serve as a guideline for classroom management and procedures to ensure that effective instruction can take place in the classroom. These common standard operating procedures include bell-to-bell instruction; beginning class with a bell ringer; posting the day's objectives, agenda, and I can statements on the board; not allowing cell phones to be accessed during instructional time; having a behavior plan in place incorporating teacher warning, parent contact, and office referral; and having meaningful early finisher assignments ready for those students who may complete a task early. Additionally, classes will follow a 20/20 rule, not allowing students to leave the room during the first or last twenty minutes of instruction.	Complete 02/12/2018	Dennis Hamilton	05/30/2019
<i>Notes:</i>				
Implementation:		09/30/2018		
Evidence	4/30/2018 A folder has been created documenting Randleman High School's adherence to this objective. Randleman High School has established standard operating procedures for classrooms, a 20/20 rule keeping students in class at the beginning and end of instruction, and a system for outlining behavior expectations early in the year, using our student handbook as a guideline. Teachers create classroom management/behavior plans as well.			
Experience	4/30/2018 For the last few school years, Randleman High School has worked as a staff to establish guidelines for standard operating procedures to use across all classes. These procedures have been discussed and reinforced through planning block meetings so that they are standard practices in classes throughout the building.			
Sustainability	4/30/2018 The school will continue with the standard operating procedures in place and reinforce these expectations at teacher orientations and at class meetings at the beginning of each school year. Teachers will outline standard procedures on their syllabi as well. Randleman High School will have to familiarize beginning teachers and newly hired teachers with the standard operating procedures and expectations established across classes. We will train beginning and new teachers by holding an introductory session during the workdays prior to school beginning. Additionally, we will need to establish classroom management professional development opportunities for beginning teachers and other teachers who develop a need in this area.			

	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Randleman High School has identified a need for staff to study the growth mindset model and to learn how to establish this mindset among staff and students. We have no previous knowledge or experience with growth mindset and will focus on it as a professional development theme during the 2018-2019 school year.	No Development 08/27/2018		
<i>How it will look when fully met:</i>		Teachers will encourage students to focus on the learning process and will teach students to deal with challenging tasks and assignments by reflecting on successes and learning from challenges. All teachers will have participated in professional development on the difference between a growth mindset and a fixed mindset. Teachers will learn how to establish the foundation of a growth mindset in their classrooms and will utilize questioning as a tool to help students to begin thinking and learning in terms of a growth mindset. Teachers will plan standards-based major assignments and will create scaffolded lessons to build up to the major performance or task. Students will be encouraged to reflect during the learning process.		Courtney Walker	05/31/2020
Actions			1 of 4 (25%)		
8/27/18	During the 2018-2019 school year, Randleman High School teachers will be introduced to growth mindset at an opening professional development session. By the end of the session, participants will be able to explain what growth mindset means and will be able to delineate the difference between a growth and fixed mindset.		Complete 08/17/2018	Courtney Walker	08/17/2018
<i>Notes:</i>					
8/31/18	During the 2018-2019 school year, teachers will participate in planning block professional development follow-up to the introductory session on the growth mindset model on October 11, 2018.			Courtney Walker	10/12/2018
<i>Notes:</i>					
9/10/18	During the 2018-2019 school year, Math I students in the Foundations of Math SREB course will be introduced to growth mindset via a series of lessons and presentations by key staff members to encourage students to have a growth mindset in their approach to studying Math I.			Craig Smith	10/30/2018
<i>Notes:</i>					

8/31/18	During the 2018-2019 school year, teachers will participate in an early release day professional development on October 31, 2018, in which they learn about the connection between questioning practices and establishing a growth mindset in their classrooms.		Courtney Walker	11/02/2018
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Randleman High School teachers who teach similar subjects and/or courses have worked to develop common grading practices, syllabi, and pacing guides. All teachers are part of Professional Learning Teams, which meet regularly to allow for common unit and lesson planning, pacing, and the sharing of instructional strategies and methods. Currently, we require Professional Learning Team (PLT) meetings, but we need to tighten our structure and requirements and focus on staff members planning instruction together, creating formative assessments, and discussing how data can drive their instruction.	Limited Development 04/28/2017		
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How it will look when fully met:	Teachers will work together in their departments targeting vertical alignment and common instructional practices. Common course teachers will align their lessons, share resources, and create common formative assessments in their common course PLTs. Each set of common course teachers will work together to create a syllabus and a common pacing/concept guide. Common course PLTs will work on strengthening their data analysis, developing or revising their data tools, and using a variety of data sources to plan their instruction. When this indicator is complete, all PLTs will show evidence of standards-aligned formative assessments, standards-aligned units, and meeting notes reflecting a focus on planning and curriculum.		Dennis Hamilton	05/29/2021
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Actions		0 of 25 (0%)		
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8/27/18	During the 2018-2019 school year, the cultural arts department will meet monthly and attend all county common course/subject PLT meetings. The monthly department meetings will focus on common procedures, sharing instructional practices, and providing professional support. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Anne Shirk	05/29/2019
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<i>Notes:</i>				
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8/27/18	During the 2018-2019 school year, teachers will write, post, and go over "I Can" statements for each lesson to ensure that students understand the skill, performance-based task, and/or product that will be the focus of learning for the lesson.		Dennis Hamilton	05/29/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, the history PLTs will create formative assessments that are aligned to the focus standards being taught and that provide feedback on mastery of the content. Samples of these formative assessments will be turned in to the school leadership representative for each department to be included as evidence in a department Google folder.		Sheila Tew	05/29/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, English PLTs will create formative assessments that are aligned to the focus standards being taught and that provide feedback on mastery of the content. Samples of these formative assessments will be turned in to the school leadership representative for each department to be included as evidence in a department Google folder.		Sarah Davis	05/29/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, math PLTs will create common formative assessments that are aligned to the focus standards being taught and that provide feedback on mastery of the content. Samples of these formative assessments will be turned in to the school leadership representative for each department to be included as evidence in a department Google folder.		Faith Lowery	05/29/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, science PLTs will create formative assessments that are aligned to the focus standards being taught and that provide feedback on mastery of the content. Samples of these formative assessments will be turned in to the school leadership representative for each department to be included as evidence in a department Google folder.		Cindy Davidson	05/29/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, world languages PLTs will create formative assessments that are aligned to the focus standards being taught and that provide feedback on mastery of the content. Samples of these formative assessments will be turned in to the school leadership representative for each department to be included as evidence in a department Google folder.		Mitchelle Cable	05/29/2019

<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, CTE teachers will create formative assessments that are aligned to the focus standards being taught and that provide feedback on mastery of the content. Samples of these formative assessments will be turned in to the school leadership representative for each department to be included as evidence in a department Google folder.		Stephanie Adams	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the exceptional children's department will meet a minimum of three times a month to plan common instructional practices, share resources, complete professional development activities, review paperwork and caseloads, and to monitor students' progress. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Jamie Horner	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the history PLTs and/or department will meet a minimum of three times a month to plan common instructional practices, share resources, complete professional development activities, collaborate, and create units that are aligned to their standards. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Sheila Tew	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the English PLTs and/or department will meet a minimum of three times a month to plan common instructional practices, share resources, complete professional development activities, collaborate, and create units that are aligned to their standards. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Sarah Davis	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the math PLTs and/or department will meet a minimum of three times a month to plan common instructional practices, share resources, complete professional development activities, collaborate, and create units that are aligned to their standards. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Faith Lowery	05/29/2019
<i>Notes:</i>				

8/28/18	During the 2018-2019 school year, the science PLTs and/or department will meet a minimum of three times a month to plan common instructional practices, share resources, complete professional development activities, collaborate, and create units that are aligned to their standards. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Cindy Davidson	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the world languages PLT will meet a minimum of three times a month to plan common instructional practices, share resources, complete professional development activities, collaborate, and create units that are aligned to their standards. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Mitchelle Cable	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the CTE PLT and/or department will hold a minimum of one department and two to three small team PLTs per month to plan common instructional practices, share resources, complete professional development activities, and disseminate information shared at the county career development coordinator meetings. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Stephanie Adams	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the JROTC PLT will meet a minimum of three times a month to plan common instructional practices, share resources, complete professional development activities, collaborate, and create units that are aligned to their standards. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Stephanie Adams	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the physical education PLTs and/or department will meet a minimum of three times a month to plan common instructional practices, share resources, complete professional development activities, collaborate, and create units that are aligned to their standards. These meetings will be recorded on the RHS Department/PLT Notes Google Form and reviewed periodically by administration.		Jake Smith	05/29/2019
<i>Notes:</i>				

8/28/18	During the 2018-2019 school year, the English department will upload the following evidences into a shared departmental folder per course: sample unit plans/pacing guides, sample exemplary lesson plans, and sample formative assessments.		Sarah Davis	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the math department will upload the following evidences into a shared departmental folder per course: sample unit plans/pacing guides, sample exemplary lesson plans, and sample formative assessments.		Craig Smith	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the history department will upload the following evidences into a shared departmental folder per course: sample unit plans/pacing guides, sample exemplary lesson plans, and sample formative assessments.		Sheila Tew	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the science department will upload the following evidences into a shared departmental folder per course: sample unit plans/pacing guides, sample exemplary lesson plans, and sample formative assessments.		Cindy Davidson	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the world languages department will upload the following evidences into a shared departmental folder per course: sample unit plans/pacing guides, sample exemplary lesson plans, and sample formative assessments.		Mitchelle Cable	05/29/2019
<i>Notes:</i>				
8/29/18	By the 2019-2020 school year, departments will plan a professional development mini-lesson based on a book study or article study to share with staff during planning block sessions.		Courtney Walker	05/29/2020
<i>Notes:</i>				
8/29/18	During the 2019-2020 school year, department leaders will plan and conduct a professional development once per semester with their teams.		Dennis Hamilton	05/29/2020
<i>Notes:</i>				
9/18/18	During 2019-2020, each common course PLT will submit a standards-based unit containing activating lessons, mini-tasks, and a major task or assessment for review in the PLTs shared folder.		Dennis Hamilton	05/29/2020
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 2017-2018 school year, Randleman High School established a data team with volunteers from various departments. These participants learned ways to review and reflect on data, how to drill down to garner more specific information, and presented findings to staff during planning block meetings. In the past, most teachers have used the Randolph County School System classroom data trackers and have used a student reflection instrument developed by administration. Now, we want to focus on departments and/or PLTs developing their own data trackers and student reflective pieces to ensure that teachers are garnering the data they need to inform their instructional choices. It is our goal for these instruments to serve in a formative rather than summative manner and to help teachers to pinpoint which students need remediation and what standards or curricular areas need further instruction.	Limited Development 08/31/2018		
<i>How it will look when fully met:</i>		Departments and PLTs will develop and implement their own data trackers and student learning reflection instruments. These will be completed regularly to help with instructional choices and to aid in designating students who need enrichment and remediation. Additionally, staff will work to provide enrichment, remediation, and study hall opportunities during scheduled remediation time.		Emily Stevenson	05/19/2022
<i>Actions</i>			0 of 10 (0%)		
	9/30/18	During the 2018-2019 school year, Randleman High School will establish a remediation schedule, allowing time for enrichment opportunities, standards-based remediation, club meetings, and content-specific study halls.		Shane Timmons	10/30/2018
<i>Notes:</i>					
	8/31/18	During the 2018-2019 school year, CTE teachers will create and implement data tracker to use to track student performance on standards and skills and will implement it in their classes to inform instructional and remediation choices.		Stephanie Adams	05/29/2019
<i>Notes:</i>					

8/31/18	During the 2018-2019 school year, cultural arts teachers will create and implement a data tracker to use to track student performance on standards and skills and will implement it in their classes to inform instructional and remediation choices.		Anne Shirk	05/29/2019
<i>Notes:</i>				
8/31/18	During the 2018-2019 school year, English teachers will create and implement a data tracker to use to track student performance on standards and skills and will implement it in their classes to inform instructional and remediation choices.		Sarah Davis	05/29/2019
<i>Notes:</i>				
8/31/18	During the 2018-2019 school year, math teachers will create and implement a data tracker to use to track student performance on standards and skills and will implement it in their classes to inform instructional and remediation choices.		Faith Lowery	05/29/2019
<i>Notes:</i>				
8/31/18	During the 2018-2019 school year, science teachers will create and implement a data tracker to use to track student performance on standards and skills and will implement it in their classes to inform instructional and remediation choices.		Cindy Davidson	05/29/2019
<i>Notes:</i>				
8/31/18	During the 2018-2019 school year, history teachers will create and implement a data tracker to use to track student performance on standards and skills and will implement it in their classes to inform instructional and remediation choices.		Sheila Tew	05/29/2019
<i>Notes:</i>				
8/31/18	During the 2018-2019 school year, physical education teachers will create and implement a data tracker to use to track student performance on standards and skills and will implement it in their classes to inform instructional and remediation choices.		Jake Smith	05/29/2019
<i>Notes:</i>				
8/31/18	During the 2018-2019 school year, JROTC teachers will create and implement a data tracker to use to track student performance on standards and skills and will implement it in their classes to inform instructional and remediation choices.		Stephanie Adams	05/29/2019
<i>Notes:</i>				

8/31/18	During the 2018-2019 school year, world languages teachers will create and implement a data tracker to use to track student performance on standards and skills and will implement it in their classes to inform instructional and remediation choices.		Mitchelle Cable	05/29/2019
<i>Notes:</i>				
A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	In the 2017-2018 school year, teachers were provided the option of earning professional development credit by observing their colleagues on their own and completing a reflection form on the observation. When discussing this practice, the leadership team felt that more guidance was needed for these rounds and that a time for teachers to reflect and share about what was noted in the observations would be a beneficial addition to this practice.	Limited Development 09/18/2018		
<i>How it will look when fully met:</i>	A weekly schedule will be established for administration and support personnel to conduct curriculum clips. Forms will be completed for each curriculum clip with a copy shared with the classroom teacher and with the principal. The principal will meet with the assistant principal and other support personnel to share data gleaned from the curriculum clip observations. This information will be used to pinpoint strengths and weaknesses among the staff and to help to organize the go-and-see observation schedule that staff will participate in each month. In the 2018-2019 school year, all teachers will participate in quarterly go-and-see colleague observations. These observations will be conducted in teams lead by an administrator or support personnel during planning blocks. After these go-and-see observations, teachers will meet back in a common location to share and reflect. The principal, assistant principals, and support personnel will meet regularly to review curriculum clip data.		Dennis Hamilton	05/29/2019
Actions		4 of 5 (80%)		
9/30/18	During the 2018-2019 school year, a schedule will be developed for administrative and support team curriculum clip observations.	Complete 09/03/2018	Emily Stevenson	09/07/2018
<i>Notes:</i>				
9/18/18	During the 2018-2019 school year, a curriculum clip schedule will be created for administration and support personnel.	Complete 09/13/2018	Emily Stevenson	09/28/2018
<i>Notes:</i>				

9/18/18	During the 2018-2019 school year, a curriculum clip form will be created and utilized throughout the school year. These forms will be available in duplicate so that classroom teachers receive feedback after a curriculum clip and so that the principal is provided a copy of the observation notes to review.	Complete 09/10/2018	Courtney Walker	09/28/2018
<i>Notes:</i>				
9/30/18	During the 2018-2019 school year, a Google Form will be utilized to garner feedback after the first round of go-and-see observations and to obtain feedback from teachers on focus areas for their curriculum clip observations.	Complete 09/28/2018	Courtney Walker	10/03/2018
<i>Notes:</i>				
9/18/18	During the 2018-2019 school year, go-and-see observations will be organized quarterly based on data gleaned from curriculum clips.		Courtney Walker	05/29/2019
<i>Notes:</i>				

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:

Randleman High School has designated one of our guidance counselors, David Cornwall, as our Multi-Tiered System of Support (MTSS) point person. He works in conjunction with Jamie Horner, our Exceptional Children's Department chairperson, to head up MTSS at Randleman High School. Although we have an MTSS team in place, we acknowledge that we have much to learn and room to grow in this process. In 2016-2017, our school conducted two professional developments with all staff members on the MTSS process. These sessions were conducted by David Cornwall, guidance counselor, and Laurie Sypole, the Randolph County School System (RCSS) MTSS coordinator. We began a remediation process during the 2016-2017 school year but acknowledge that it needs continued revision and improvement to ensure that all students who need remediation beyond regular classroom instruction and intervention beyond even that level are receiving what they need to be successful. Randleman High School provides curriculum support classes, resource classes in math and English, and inclusion classes in math and English. We also provide honors, Advanced Placement, NCVPS, and community college classes within certain content areas to provide more challenging curriculum for our advanced learners. We need to focus more on using data analysis to drive our decision-making and instructional choices and continue to focus on implementing formative assessments as a tool to determine where our instruction needs to go and which students need remediation and interventions to be successful. Randleman High School began a process with End-of-Course teachers in Math I, English II, and Biology during the 2016-2017 school year. These teachers learned about common formative assessments, creating them, giving them weekly, and analyzing the data to determine those students most in need of interventions and re-teaching. We trained the entire staff on formative assessments in the 2017-2018 school year and worked toward adding formative assessments into our instructional practices in a way that ensured that we were using the data from them to pinpoint which students needed remediation in specific areas. We plan to continue to hone our formative assessments protocols and to work on providing training to staff on understanding how to use Tier 2 and Tier 3 strategies to help at-risk students.

Limited Development
04/28/2017

How it will look when fully met:	When this indicator is fully met, teachers will use a tiered instructional system to meet their students' learning needs. Additionally, our MTSS team will meet regularly to discuss at-risk students and to provide support and instructional recommendations to those students' teachers. Staff will be knowledgeable about Tier 2 and Tier 3 strategies and will implement the practices to aid struggling students in their classes. Teachers will have an understanding of what MTSS is, their role in the process, and its impact on students. At-risk students will be designated based on student achievement data, remediation information, teacher notes, attendance data, classroom performance, and other data sources. The MTSS team will determine strategies to help at-risk students, will monitor the students' progress and learning needs, and will offer recommendations to teachers to assist the students.		David Cornwall	05/19/2022
Actions		5 of 8 (62%)		
6/12/17	During the 2017-2018 school year, all teachers will attend professional development on formative assessments to gain a better understanding of what they are, how they can be conducted, and how to analyze them to inform instruction.	Complete 10/05/2017	Courtney Walker	10/31/2017
<i>Notes:</i>				
6/12/17	During the 2017-2018 school year, English II, Math I, and Biology courses will utilize SchoolNet and other resources to create formative assessments to help them to monitor student progress and assess student mastery and learning needs. Department chairs and administration will monitor and check that these assessments are occurring with fidelity. Data from assessments will be analyzed to target students needing interventions and which students must attend remediation.	Complete 01/22/2018	Craig Smith	05/30/2018
<i>Notes:</i>				
6/12/17	During the 2017-2018 school year, teachers will administer a benchmark each semester. The benchmark will cover key objectives and standards up to that point in the semester. Student performance will be analyzed to target skills and standards/content to review or to reteach in remediation and to target those students requiring other interventions.	Complete 02/14/2018	Craig Smith	05/30/2018
<i>Notes:</i>				

6/12/17	During the 2017-2018 school year, remediation weeks will be designated on a calendar to occur during the school day. Teachers will use this time to have students work on mastering skills and content and to reteach areas of weakness. Learning groups and topics for re-teaching will be determined based on analysis of formative assessment data. Administrators will visit classrooms to monitor the instruction occurring during remediation times.	Complete 02/19/2018	Courtney Walker	12/14/2018
<i>Notes:</i>				
9/21/17	During the 2017-2018 school year, CTE, NCFE, and elective teachers will develop formative assessments based on targeted standards or chunks of material to be used to gauge students' levels of understanding, to determine who needs remediation, and to analyze what standards need reinforcement or re-teaching.	Complete 04/20/2018	Emily Stevenson	12/14/2018
<i>Notes:</i>				
9/21/17	During the 2018-2019 school year, Randleman High School will continue to strengthen its MTSS process by strengthening our MTSS team, establishing a MTSS team meeting schedule, and educating teachers on the MTSS process. The MTSS team will be available to provide recommendations for interventions to teachers and to ensure that students are receiving appropriate accommodations to ensure their learning.		David Cornwall	05/29/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, Randleman High School staff will participate in four mini-trainings on MTSS during planning block meetings to familiarize them with the teacher's role in the MTSS process.		David Cornwall	05/29/2019
<i>Notes:</i>				
8/27/18	Quarterly, during the 2019-2020 school year, the MTSS Team will generate a list of at-risk students at each grade level and share this information with the Communities in Schools representative and Student Advocate to ensure that these students who are at-risk of failing due to academics and/or attendance have additional layers of support.		David Cornwall	05/29/2020
<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>			Randleman High School supports students' emotional needs in a variety of ways. Freshmen Academy has been established to provide tiered support for all incoming freshmen. We have a Communities in Schools representative on campus. Backpack Pals are sent home weekly. The Olweus Anti-bullying Program is in place, and a team is being created to ensure that Randleman High School educates and informs students about recognizing and halting bullying. We have a Student Advocate representative who conference with at-risk students and the parents of students who are at-risk of not reaching graduation. Our guidance department conducts a Red Ribbon Week that educates students about the dangers of drug abuse, especially opioid abuse. Our teachers work to build strong relationships with students, and our school works with all support personnel, including the school social worker, career development coordinator, school nurse, guidance counselors, Communities in Schools representative, and student advocate to meet our students' physical, social, mental, emotional, and economic needs.	Limited Development 04/28/2017		
<i>How it will look when fully met:</i>			Randleman High School will maintain a network of student support personnel to see to students' emotional needs, including but not limited to guidance counselors, a Communities in Schools representative, a Career Development Coordinator, a career counselor, and a dropout prevention specialist/student advocate. These individuals will provide assistance to at-risk students and those needing support both academically and emotionally. Randleman High School also will conduct anti-bullying activities with students and faculty to increase awareness of this issue. Additionally, during Red Ribbon Week, Randleman High School will provide drug awareness and prevention training to students to combat opioid and other substance abuse issues. All staff members will be trained on the supports available for students and how to secure assistance for students in need.		Josh Bowers	05/29/2020
Actions				0 of 4 (0%)		
	8/27/18		During the 2018-2019 school year, all staff will receive training on the supports available from Communities in Schools and our student advocate for students experiencing physical, emotional, mental, or economic difficulties.		Josh Bowers	01/10/2019
			<i>Notes:</i>			
	8/28/18		During the 2018-2019 school year, a Student Ambassadors program will be established to provide a peer support system for students.		Josh Bowers	05/29/2019
			<i>Notes:</i>			

9/11/17	During the 2018-2019 school year, staff members and/or students will be provided OLWEUS anti-bullying training, suicide prevention and intervention training, and Red Ribbon Week drug abuse prevention trainings.		David Cornwall	05/30/2019
<i>Notes:</i>				
8/29/18	During the 2018-2020 school years, Randleman High School leadership team will discuss and develop a plan for an adviser/advisee program to be incorporated in some portion of the school schedule.		Dennis Hamilton	05/29/2020
<i>Notes:</i>				
A4.12	The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(5130)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Randleman High School has conducted remediation in previous school years. In the past, teachers kept students who had missing work or excessive absences. We shifted our remediation procedures to looking at formative assessment data to figure out which students needed remediation based on specific standards. We determined that we need to continue working on using formative assessments to target which students need remediation on specific standards and that we need to work on providing enrichment opportunities for students not required to stay for remediation in the form of clubs, study halls, and targeted tutorial opportunities.	Limited Development 09/18/2018		
<i>How it will look when fully met:</i>	When this objective is fully met, Randleman High School will have a remediation schedule in place. Students who are struggling with content in a class will be required to stay for remediation targeted to recover specific standards. Other students will have the opportunity to attend clubs, enrichment opportunities, or study halls. Students who do not pass a course will have the opportunity to recover the course in APEX during the school day or during summer school sessions.		Shane Timmons	05/29/2019
Actions		3 of 4 (75%)		
9/18/18	During the 2018-2019 school year, a remediation schedule will be established.	Complete 09/10/2018	Courtney Walker	09/28/2018
<i>Notes:</i>				
9/18/18	During the 2018-2019 school year, clubs and other enrichment opportunities will be organized for students who are not required to stay for remediation.	Complete 10/01/2018	Shane Timmons	10/30/2018
<i>Notes:</i>				

	9/18/18	During the 2018-2019 school year, departments will establish a study hall rotation during each remediation block to provide a place for students to make up work or seek help from a teacher within that department during the designated remediation time during the school day.	Complete 10/01/2018	Emily Stevenson	10/30/2018
<i>Notes:</i>					
	9/18/18	During the 2018-2019 school year, students who do not achieve credit for a course will be provided course recovery options such as APEX if credit recovery is available for the class.		David Cornwall	05/29/2019
<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

<p>Initial Assessment:</p>	<p>Randleman High School supports student transitions from grade-to-grade and level-to-level, but we continue to refine our protocols in this area. Currently, we have a registration process in place in which homeroom teachers are trained by guidance counselors to help guide students through the course selection process. Homerooms are held to provide protected time for teachers to discuss registration with students. Guidance counselors conduct grade level meetings to provide registration and course selection information to students, including rising ninth graders. Additionally, guidance counselors, administrators, the career development coordinator, and the lead teacher conduct one-on-one sessions with students to review their registration forms, evaluate course selections, discuss future plans, and answer questions. The freshmen guidance counselor visits our feeder school to share information about courses and the transition to high school. Rising ninth graders conduct a tour of the high school during spring semester and see the variety of Career Technical Education courses available to them, in addition to the core academic and elective classes provided. Areas in which we need to grow include more training for teachers on the registration and course selection process, involving parents more in the registration process by holding parent information nights or academic showcase nights, communicating more with the middle school to know who the at-risk students are and who will need enrichment, and utilizing available data in a more purposeful manner to place students in the correct courses and the correct levels of courses.</p>	<p>Limited Development 08/30/2017</p>		
<p>How it will look when fully met:</p>	<p>Randleman High School will have a process in place to communicate with all students about the registration process, course offerings, and academic expectations at the various levels of courses. We will confer with the middle school about rising eighth graders' registration needs. The career development coordinator will work in conjunction with the ninth grade counselor to provide career development and Career Technical Education (CTE) counseling to ninth graders. Additionally, ninth graders will work on four year plans during their Career Management classes to provide them with support as they further their high school careers. One-on-one counseling sessions will be provided during registration to students in all grade levels. Parents and students will learn about CTE courses, academic courses, and elective courses via a registration night held prior to spring registration meetings.</p>		<p>Jill Hays</p>	<p>05/29/2019</p>
<p>Actions</p>		<p>1 of 13 (8%)</p>		
<p>8/27/18</p>	<p>During the 2018-2019 school year, a calendar date will be established for early March 2019 as the date for the registration night.</p>	<p>Complete 09/10/2018</p>	<p>Jill Hays</p>	<p>09/28/2018</p>

<i>Notes:</i>				
8/29/18	During the 2018-2019 school year, a team will be created to assist with the planning and implementation of the registration fair.		Jill Hays	11/30/2018
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, the English department will meet to create a display, pamphlet, or informational resource about course offerings; course pathways; standard, honors, and advanced placement course expectations; and success criteria for the courses offered in that department. These informational materials will be available to parents and students at the registration night held in early March 2019.		Sarah Davis	02/08/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the JROTC department will meet to create a display, pamphlet, or informational resource about course offerings, course expectations; and success criteria for the courses offered in that department. These informational materials will be available to parents and students at the registration night held in early March 2019.		Stephanie Adams	02/08/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, the cultural arts department will meet to create a display, pamphlet, or informational resource about course offerings; course pathways; standard, honors, and advanced placement course expectations; and success criteria for the courses offered in that department. These informational materials will be available to parents and students at the registration night held in early March 2019.		Anne Shirk	02/08/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, the world languages department will meet to create a display, pamphlet, or informational resource about course offerings; course pathways; standard, honors, and advanced placement course expectations; and success criteria for the courses offered in that department. These informational materials will be available to parents and students at the registration night held in early March 2019.		Mitchelle Cable	02/08/2019
<i>Notes:</i>				

8/27/18	During the 2018-2019 school year, the history department will meet to create a display, pamphlet, or informational resource about course offerings; course pathways; standard, honors, and advanced placement course expectations; and success criteria for the courses offered in that department. These informational materials will be available to parents and students at the registration night held in early March 2019.		Sheila Tew	02/08/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, the CTE department will meet to create a display, pamphlet, or informational resource about course offerings; course pathways; standard, honors, and advanced placement course expectations; and success criteria for the courses offered in that department. These informational materials will be available to parents and students at the registration night held in early March 2019.		Stephanie Adams	02/08/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, the science department will meet to create a display, pamphlet, or informational resource about course offerings; course pathways; standard, honors, and advanced placement course expectations; and success criteria for the courses offered in that department. These informational materials will be available to parents and students at the registration night held in early March 2019.		Cindy Davidson	02/08/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, the math department will meet to create a display, pamphlet, or informational resource about course offerings; course pathways; standard, honors, and advanced placement course expectations; and success criteria for the courses offered in that department. These informational materials will be available to parents and students at the registration night held in early March 2019.		Faith Lowery	02/08/2019
<i>Notes:</i>				
8/27/18	During the 2018-2019 school year, the physical education department will meet to create a display, pamphlet, or informational resource about course offerings; course pathways; standard, honors, and advanced placement course expectations; and success criteria for the courses offered in that department. These informational materials will be available to parents and students at the registration night held in early March 2019.		Jake Smith	02/08/2019
<i>Notes:</i>				
9/18/18	During the 2018-2019 school year, a registration night will be held early in the spring semester for rising freshmen and their parents to introduce them to Freshmen Academy and highlight academic offerings at Randleman High School.		David Cornwall	02/28/2019

Notes:

9/11/17 During the 2018-2019 school year, a registration fair will be held in early March 2019 prior to students completing the registration process for the next school year. At this registration night, parents and students will receive curricular information from each department.

Jill Hays

03/30/2019

Notes:

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
<i>Initial Assessment:</i>	B1.01	<p>The LEA has an LEA Support and Improvement Team.</p> <p>Catherine Berry, Assistant Superintendent for Curriculum and Instruction</p> <p>Larry Chappell, Director of Middle Schools/AIG/Title II</p> <p>Nancy Cross, Director of CTE and Innovative School Design</p> <p>Beth Davis, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Kim Johnson, Director of High Schools and ESL</p> <p>Brooke Johnston, Director of Exceptional Children</p> <p>Nan York, Director of Media and Technology</p>	Full Implementation 04/28/2017		

	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:			Randleman High School has an established leadership team voted on by its staff. The team holds regularly scheduled meetings the first or second Monday of each month in which needs and issues are addressed in a problem/solution format, data is analyzed, and representatives offer input on key decisions. At meetings, the School Improvement Plan goals are reviewed, and the team analyzes the school's progress. The School Improvement Plan is reviewed by the team, Mr. Hamilton, and county office personnel for progress monitoring purposes. Meeting notes are shared with staff via e-mail after each meeting. Our staff meets a second time during planning blocks each month to review implementation of effective practices and to ensure fidelity to the school goals and vision outlined in our School Improvement Plan.	Limited Development 04/28/2017		
How it will look when fully met:			Randleman High School will maintain a School Improvement Team voted on by its staff members. The team will work together to assess the school, create goals, and to create action steps to ensure progress toward meeting the school goals. The team will meet regularly to review staff concerns and to provide opportunities for fidelity checks about progress toward school improvement goals. The team will encourage open communication, sharing of ideas, and a solution-based format to lead the school. The team will hold an all group meeting once a month and a specific follow up meeting of the data team, faculty senate, and/or planning block teams as the second meeting for each month.		Dennis Hamilton	05/29/2019
Actions				5 of 6 (83%)		
	8/28/18	During the 2018-2019 school year, a school improvement team leader, who is not a member of the administration, will be elected by the team to conduct the meetings.	Complete 08/23/2018	Dennis Hamilton	08/23/2018	
<i>Notes:</i>						
	9/11/17	During the 2018-2019 school year, a meeting calendar will be established for School Improvement Team meetings.	Complete 08/28/2018	Courtney Walker	08/30/2018	
<i>Notes:</i>						
	8/28/18	During the 2018-2019 school year, a system will be established for school leadership team minutes to be shared with staff after each meeting to ensure open communication.	Complete 09/10/2018	Jamie Horner	09/12/2018	
<i>Notes:</i>						

8/28/18	During the 2018-2019 school year, meeting norms will be established by the School Improvement Team to ensure focused, productive meetings that are respectful of time and problem/solution based.	Complete 09/10/2018	Dennis Hamilton	09/13/2018
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a system of tiered communication and leadership will be created in our school improvement plan, ensuring that leadership representatives share the action steps with their departments and collect artifacts and evidences needed to assure our fidelity to our goals.		Dennis Hamilton	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a planning block meeting calendar will be established and shared with staff members in Google Drive.	Complete 08/28/2018	Courtney Walker	08/30/2019
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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:		Randleman High School has established a PLT framework of teachers meeting within common course professional learning communities once per week for forty-five minutes. Tuesdays have been protected as a PLT meeting day. Each PLT has been assigned an administrator or support personnel staff member as a facilitator. PLTs complete note-taking forms documenting the planning and work done during their meetings. These note-taking forms are completed online as a Google Form for monitoring purposes.	Limited Development 04/28/2017		
How it will look when fully met:		Randleman High School will have a PLT framework in place in which all common course PLTs will meet weekly. Tuesdays will be the targeted PL meeting day. These meetings will focus on curriculum alignment, common planning, sharing instructional resources, creating common formative assessments, and data analysis. Support will be provided to ensure that this meeting time is protected.		Dennis Hamilton	05/29/2020
Actions			3 of 13 (23%)		
8/28/18		During the 2018-2019 school year, each department will have a leader voted on by the department to represent them at the School Improvement Team meetings and to disseminate information to the group.	Complete 08/23/2018	Dennis Hamilton	08/28/2018
<i>Notes:</i>					

8/28/18	During the 2018-2019 school year, PLT/Department facilitators will be assigned to provide support to the various teams. The facilitator assignments are as follows: Dennis Hamilton- math and physical education, Emily Stevenson- science and cultural arts, Shane Timmons- history and world languages, Stephanie Adams- CTE and JROTC, and Courtney Walker- English and exceptional children.	Complete 08/23/2018	Dennis Hamilton	08/30/2018
<i>Notes:</i>				
9/11/17	During the 2018-2019 school year, PLT/Department expectations for meetings will be established and shared with staff in the opening sessions.	Complete 08/22/2018	Courtney Walker	08/30/2018
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a designated history department leader will establish PLT norms within his/her group, ensure that common course PLTs or whole departments are meeting three times per month and completing PLT/Department Notes, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample exemplary lesson plans/assignments, and sample formative assessments.		Sheila Tew	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a designated English department leader will establish PLT norms within his/her group, ensure that common course PLTs or whole departments are meeting three times per month and completing PLT/Department Notes, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample exemplary lesson plans/assignments, and sample formative assessments.		Sarah Davis	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a designated math department leader will establish PLT norms within his/her group, ensure that common course PLTs or whole departments are meeting three times per month and completing PLT/Department Notes, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample exemplary lesson plans/assignments, and sample formative assessments.		Faith Lowery	05/29/2019
<i>Notes:</i>				

8/28/18	During the 2018-2019 school year, a designated science department leader will establish PLT norms within his/her group, ensure that common course PLTs or whole departments are meeting three times per month and completing PLT/Department Notes, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample exemplary lesson plans/assignments, and sample formative assessments.		Cindy Davidson	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a designated CTE department leader will establish PLT norms within his/her group, ensure that two to three PLT/Department Notes Forms for CTE are submitted monthly, ensure that teachers submit PLT Note Forms after their district PLT meetings, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample exemplary lesson plans/assignments, and sample formative assessments.		Stephanie Adams	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a designated world languages department leader will establish PLT norms within his/her group, ensure that the department is meeting three times per month and completing PLT/Department Notes, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample exemplary lesson plans/assignments, and sample formative assessments.		Mitchelle Cable	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a designated JROTC department leader will establish PLT norms within his/her group, ensure that common course PLTs or whole departments are meeting three times per month and completing PLT/Department Notes, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample exemplary lesson plans/assignments, and sample formative assessments.		Stephanie Adams	05/29/2019
<i>Notes:</i>				

8/28/18	During the 2018-2019 school year, a designated exceptional children's department leader will establish PLT norms within his/her group, ensure that the team is meeting three times per month and completing PLT/Department Notes, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample modified assignments/activities, sample exemplary lesson plans/assignments, sample formative assessments, or artifacts that demonstrate the work of the PLT.		Jamie Horner	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a designated cultural arts department leader will establish PLT norms within his/her group, ensure that the department is meeting 2-3 times per month and completing PLT/Department Notes, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample exemplary lesson plans/assignments, and sample formative assessments.		Anne Shirk	05/29/2019
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, a designated physical education department leader will establish PLT norms within his/her group, ensure that common course PLTs or whole departments are meeting three times per month and completing PLT/Department Notes, and monitor that evidences/artifacts are being submitted to the department Google folder. These evidences will include: teacher data forms, sample unit plans/pacing guides, sample exemplary lesson plans/assignments, and sample formative assessments.		Jake Smith	05/29/2019
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Randleman High School administration and support staff (lead teacher and the Career Development Coordinator) conduct curriculum support visits daily. The principal conducts a morning walk-through of the building. Teachers are provided immediate feedback via curriculum clip forms. Curriculum clips allow for administration to target strengths and areas of concern, which provide input to help to determine professional development needs. Planning block meetings are held to share professional development, provide overall staff feedback, to address areas of concern, to highlight areas of strength, and to check our fidelity to the school vision regarding curriculum, procedures, and staff morale.	Limited Development 04/28/2017		
<i>How it will look when fully met:</i>		Administration and support staff will look for student actions, teacher actions, feedback, collaborative learning, and engagement strategies when visiting classrooms. Teachers will participate in go-and-see observations of colleagues' classrooms to provide constructive feedback and to gain ideas to add to their instructional, classroom management, and organizational practices.		Dennis Hamilton	05/31/2019
Actions			5 of 7 (71%)		
	10/18/17	During the 2017-2018 school year, the School Improvement Team will create a go-and-see form for teachers to use as they observe each other and reflect on practices seen during these classroom visits. This form will be reviewed by staff and then implemented by Randleman High School.	Complete 10/09/2017	Courtney Walker	09/29/2017
<i>Notes:</i>					
	4/30/18	During the 2017-2018 school year, Randleman High School teacher leaders will accompany administration, support personnel, and county office specialists on instructional walk-throughs, observing teacher classrooms on April 12, 2018.	Complete 04/12/2018	Emily Stevenson	04/12/2018
<i>Notes:</i>					
	6/12/17	During the 2017-2018 school year, the principal, assistant principals, lead teacher, and CDC will conduct curriculum clips based on an established rotation schedule. They will provide feedback on the Randleman High School curriculum clip form, letting teachers know instructional strengths and targets for improvement. These clips will be analyzed in administrative and support staff Professional Learning Team meetings.	Complete 04/13/2018	Dennis Hamilton	05/31/2018

<i>Notes:</i>				
6/12/17	During the 2017-2018 school year, Randleman High School teachers will conduct a go-and-see learning walk of a colleague or another teacher within Randolph County School System. The teachers will use a go-and-see clip form that allows them to target their observation and reflect on what they are observing. Teachers will document their go-and-sees on a school Google sheet and by turning in their observation forms to the principal. Through professional development, all teachers will understand the expectations for standard operating procedures, for quality, effective instruction, and for the go-and-see process.	Complete 04/13/2018	Dennis Hamilton	05/31/2018
<i>Notes:</i>				
8/29/18	During the 2018-2019 school year, the TIGERS Go-and-See form will be reviewed by the leadership team and adjustments will be made before beginning Go-and-See rounds. A planning block meeting will be held on September 6 to train teachers on the Go-and-See process.	Complete 09/10/2018	Courtney Walker	09/30/2018
<i>Notes:</i>				
8/28/18	During the 2018-2019 school year, the principal, assistant principal, and support staff will conduct curriculum clips and review the observations forms to help to pinpoint professional development needs and to offer constructive feedback to teachers.		Dennis Hamilton	05/29/2019
<i>Notes:</i>				
4/30/18	During the 2018-2019 school year, in conjunction with planning block meetings, teachers will participate in go-and-sees of colleagues in groups guided by an administrator or support personnel four times a year. Observation notes will be recorded on the Tigers Go-and-See Form, which encourages teachers to consider what they learned from the observations, to reflect on the instruction and practices they noted, and to provide feedback to their colleagues.		Courtney Walker	05/30/2019
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers share their quality lesson plans and ideas within their departments and PLTs. However, the leadership team recognizes a need to share strengths across departments and to allow teachers a forum to share quality resources, ideas, and practices.	Limited Development 09/18/2018		
<i>How it will look when fully met:</i>		During monthly planning block meetings, teachers will be provided a forum to share a shout-out about a resource, practice, or idea that went well. Eventually, teachers will sign up to be observed during go-and-sees to showcase a practice, lesson, or resource that they would like to share with their colleagues. A shout-out bulletin board will be provided in the teacher workroom, allowing teachers to recognize their colleagues and their strengths. Randleman High School will highlight some of these positive happenings and strengths when it contributes to the Randolph County School System curriculum newsletter and tweets about positive events at school.		Dennis Hamilton	05/29/2019
Actions			1 of 4 (25%)		
	9/18/18	During the 2018-2019 school year, a calendar for planning block meetings will be established.	Complete 09/03/2018	Courtney Walker	09/28/2018
<i>Notes:</i>					
	9/18/18	During the 2018-2019 school year, a teacher shout-out bulletin board will be maintained in the teacher workroom, allowing a place for teachers to share their positive teaching moments, their strengths, and recognition of colleagues.		Anna Kelly	10/30/2018
<i>Notes:</i>					
	9/18/18	During the 2018-2019 school year, teachers will be allowed to volunteer to be observed during the go-and-see rounds during spring semester.		Dennis Hamilton	05/29/2019
<i>Notes:</i>					
	9/18/18	During the 2018-2019 school year, positive instructional highlights will be shared via the Randolph County School System newsletter and on the school's Twitter account.		Courtney Walker	05/29/2019
<i>Notes:</i>					

	C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In the past, Randleman High School has had monthly beginning teacher support meetings and has assigned mentors to beginning teachers in their early years of teaching.	Limited Development 08/31/2018		
<i>How it will look when fully met:</i>		Each beginning teacher will have a trained mentor from within his/her department or a closely aligned content area or subject. A meeting calendar and schedule for beginning teacher support meetings will be established. Mentors will be invited to the meetings and attend in a rotation to share their insights and offer suggestions when beginning teachers have questions. Each meeting will have a targeted topic, and time will be provided for discussion and questions.		Poppy Cox	05/29/2019
Actions			1 of 4 (25%)		
	9/10/18	During the 2018-2019 school year, all year one beginning teachers will attend the Randolph County School System induction program and will participate in an early introduction to Randleman High School conducted by the lead mentor and lead teacher.	Complete 08/16/2018	Courtney Walker	08/30/2018
	<i>Notes:</i>				
	8/31/18	During the 2018-2019 school year, mentors and beginning teacher will meet once a week and maintain documentation of the meetings.		Poppy Cox	05/29/2019
	<i>Notes:</i>				
	8/31/18	During the 2018-2019 school year, monthly beginning teacher support meetings will be held covering a variety of topics and providing time for questions and discussion.		Poppy Cox	05/29/2019
	<i>Notes:</i>				
	8/31/18	During the 2018-2019 school year, all year one, two, and three beginning teachers will be assigned a mentor to provide support.		Courtney Walker	09/15/2019
	<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Randleman High School's staff, School Improvement Team, data team, and administration analyze EOC, NCFE, CTE, WorkKeys, ACT, attendance, and other applicable data to pinpoint areas of strengths and weaknesses. They filter down to determine what needs to be altered or addressed in instruction and to determine what professional development is needed to provide staff with the tools they need to improve instruction and bolster student success. Monthly, the leadership team reviews data and monitors how the school is doing on achieving its school improvement goals. Analysis of curriculum clips helps to pinpoint professional development needs for specific teachers and departments. Student performance data on both formative and summative assessments is analyzed to determine remediation needs of students.	Limited Development 04/28/2017		
<i>How it will look when fully met:</i>		At Randleman High School, data will be a major analysis and discussion point in the decision-making process and will be shared with stakeholders. Data discussions will focus on EOCs, NCFEs, CTE exams, WorkKeys, ACT, PreACT, the Teacher Working Conditions Survey, attendance, drop-out rates, the School Report Card, formative assessments, etc. All teachers/departments will create a data tracker to use to best track formative assessments and/or student performance on standards-based tasks in their classrooms and will use this information to plan remediation tasks and activities for students who need help in specific areas. Administrators and support staff will analyze curriculum clips to help them to pinpoint areas of strength and concern, to provide input useful in determining Go-and-See colleague observation suggestions, and to inform areas of needed professional development.		Emily Stevenson	05/29/2020
<i>Actions</i>			3 of 23 (13%)		
	6/12/17	During the 2017-2018 school year, teachers will participate in professional development on formative assessments and how to analyze data to inform their instructional choices. Each teacher will be responsible for documenting data via CFA data analysis forms and for participating in data discussions within their Professional Learning Team groups, which will be documented in their Professional Learning Team notes.	Complete 10/05/2017	Courtney Walker	10/30/2017

<i>Notes:</i>				
4/30/18	During the 2017-2018 school year, the school data team will provide a professional development on data sources available and ways to analyze data to impact instructional choices.	Complete 04/11/2018	Emily Stevenson	04/11/2018
<i>Notes:</i>				
6/12/17	During the 2017-2018 school year, Randleman High School will form a School Data Team to create data analysis resources for staff and to examine available data sources to determine the appropriate strategies for school-wide implementation of data-driven instruction. This team will monitor testing data, attendance data, discipline data, and other data sources.	Complete 02/26/2018	Emily Stevenson	09/28/2018
<i>Notes:</i>				
8/29/18	During the 2018-2019 school year, the Randleman High School Data Team will create a meeting calendar, will meet regularly, and will report their findings to the leadership team and staff.		Emily Stevenson	10/15/2018
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the English department will develop a data tracking system.		Sarah Davis	10/16/2018
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the history department will develop a data tracking system.		Sheila Tew	10/16/2018
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the science department will develop a data tracking system.		Cindy Davidson	10/16/2018
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the math department will develop a data tracking system.		Faith Lowery	10/16/2018
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the CTE department will develop a data tracking system.		Stephanie Adams	10/16/2018
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the cultural arts department will develop a data tracking system.		Anne Shirk	10/16/2018
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the world languages department will develop a data tracking system.		Mitchelle Cable	10/16/2018

<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the physical education department will develop a data tracking system.		Shane Timmons	10/16/2018
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the JROTC department will develop a data tracking system.		Stephanie Adams	10/16/2018
<i>Notes:</i>				
9/18/18	During the 2018-2019 school year, the Randleman High School Data Team will compile a school profile and data trends report examining a variety of sources of data.		Courtney Walker	10/30/2018
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the English department will complete a data tracker to use in conjunction with remediation and formative assessments.		Sarah Davis	05/29/2019
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the social studies department will complete a data tracker to use in conjunction with remediation and formative assessments.		Sheila Tew	05/29/2019
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the math department will complete a data tracker to use in conjunction with remediation and formative assessments.		Faith Lowery	05/29/2019
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the science department will complete a data tracker to use in conjunction with remediation and formative assessments.		Cindy Davidson	05/29/2019
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the physical education department will complete a data tracker to use in conjunction with remediation and formative assessments.		Jake Smith	05/29/2019
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the CTE department will complete a data tracker to use in conjunction with remediation and formative assessments.		Stephanie Adams	05/29/2019
<i>Notes:</i>				

8/30/18	During the 2018-2019 school year, the JROTC department will complete a data tracker to use in conjunction with remediation and formative assessments.		Stephanie Adams	05/29/2019
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, the World Languages department will complete a data tracker to use in conjunction with remediation and formative assessments.		Mitchelle Cable	05/29/2019
<i>Notes:</i>				
8/30/18	During the 2018-2019 school year, teachers will design and incorporate a student reflection on their progress and/or performance as an aspect of their instruction.		Emily Stevenson	05/29/2019
<i>Notes:</i>				

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:

C3.04

The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

Recruiting

- Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn).
- The LEA participated in a Virtual Job Fair to provide national exposure for applicants.
- LEA administrators attend in-state and out-of-state job fairs.
- The LEA collaborates with universities, etc.
- The LEA recruits student teachers within RCSS.
- The LEA provides possible offers of early contracts.
- The new graduate list is shared with principals.
- Principals make recommendations for employment .

Evaluating

- All BT and new employees are trained on the NC Teacher Evaluation Model.
- School and District level walkthroughs occur throughout the school year.
- The LEA follows district and state guidelines/laws.
- HR meets with principals to review staffing plans.

Rewarding

- Pride Pens
- Star 3 Recognitions
- BT of the Year
- Teacher of the Year
- Distinguished Educator
- Outstanding Employee
- Retirement Banquet
- Bus Driver Award
- Custodian Award
- Recognition on Social Media

Replacing

- Recruitment plan
- Value/utilize retirees
- HR interviews/recommends guideline

Full Implementation
04/28/2017

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
<i>Initial Assessment:</i>		Randleman High School requires that teachers maintain parent contact logs, send home quarterly interim reports, and contact parents of students at-risk of failure. Each teacher maintains a web site, communicates with parents via phone and email, and participates in freshmen Open House parent night. Randleman High School holds a series of homerooms each semester to go over policies and procedures with students and sends information home to parents. Regularly, we use SchoolMessenger to inform parents of events and as a resource to let parents know how to support their children's education. Our Freshmen Academy sends home a newsletter (Tiger Tales), providing curriculum information and important school information to keep parents informed. All parents and students have access to the PowerSchool app to allow them to review grades and student performance.	Limited Development 04/28/2017		
<i>How it will look when fully met:</i>		At Randleman High School, we believe in involving parents early and in gaining their input and cooperation in establishing a strong foundation of support to ensure their students' success throughout their high school careers. Freshmen Academy teachers inform parents of academic activities and solicit parental support by sending home weekly updates and information via the Tiger Tales newsletter, which is distributed by email. We maintain contact with parents of students at all levels by providing access to PowerSchool Parent Portal. Additionally, we send out weekly School Messenger calls and regularly update Twitter to ensure that parents are apprised of scheduled activities and to provide key academic information and updates.		Shane Timmons	05/30/2021
<i>Actions</i>			7 of 10 (70%)		
	6/9/17	During the 2017-2018 school year, Randleman High School will hold an Open House for freshmen prior to the first day of school to serve as an orientation and to allow students and parents/guardians to meet the teachers and find out expectations for the school year. At this orientation, we will introduce Freshmen Academy, obtain parent/guardian e-mail addresses, and establish a primary contact with the households of our freshmen students.	Complete 08/22/2017	Sheila Tew	08/30/2017

<i>Notes:</i>				
2/26/18	During the 2017-2018 school year, Randleman High School will host an Open House night for rising eighth graders to allow parents to meet freshman teachers, learn about course offerings, and familiarize themselves with the academic and extracurricular offerings provided by our school. This event will take place on Thursday, February 22, 2018.	Complete 02/22/2018	David Cornwall	02/22/2018
<i>Notes:</i>				
4/30/18	During the 2017-2018 school year, Freshmen Academy will send home a weekly e-mail newsletter to parents with informative messages from each Freshmen Academy teacher and with updates about school events and happenings.	Complete 04/30/2018	David Cornwall	05/15/2018
<i>Notes:</i>				
6/12/17	During the 2017-2018 school year, Randleman High School will hold an Academic/Meet and Greet Night early in each semester for parents to meet teachers, ask questions, walk their students' schedules, etc. This event will provide an opportunity for students to be able to show their work, share what they are doing in class, and for parents to be able to meet their child's teachers and gain insight on how to best support their student's learning. During semester one, the event will take place on September 19, and during semester two, the event will take place on February 13.	Complete 03/07/2018	Jill Hays	05/31/2018
<i>Notes:</i> Due to the inclement weather in December and January, spring semester began later than previously planned. The Academic Night date was shifted from February 13 to March 6.				
6/12/17	During the 2017-2018 school year, Randleman High School will send home a weekly School Messenger call to students and parents to inform them of important dates and upcoming events. These calls will be disseminated at 7:00 PM on Sunday nights.	Complete 03/12/2018	Jamie Horner	05/31/2018
<i>Notes:</i>				
9/10/17	During the 2017-2018 school year, Randleman High School teacher will create and maintain a school Twitter account to provide updates to parents about school happenings and events.	Complete 02/13/2018	Drew Creech	05/31/2018
<i>Notes:</i>				
8/29/18	During the 2018-2019 school year, a Tiger Tales newsletter will be disseminated weekly to freshmen's guardians/parents.		David Cornwall	05/29/2019
<i>Notes:</i>				

8/29/18	During the 2018-2019 school year, Randleman High School will continue weekly SchoolMessenger calls and Twitter updates, including academic information in addition to scheduling reminders in these points of contact.		Shane Timmons	05/29/2019
<i>Notes:</i>				
8/29/18	During the 2019-2020 school year, Randleman High School will have a plan in place to help parents sign up for PowerSchool Parent Portal.		Gwen Cox	08/30/2019
<i>Notes:</i>				
8/29/18	During the 2018-2019 school year, a set format for Tiger Tales newsletter submissions will be established and shared with freshmen teachers, along with deadlines for entries.	Complete 09/11/2018	Shane Timmons	09/30/2019
<i>Notes:</i>				



School: Randleman High 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	Dennis Hamilton		
Assistant Principal	Emily Stevenson		
Assistant Principal	Shane Timmons		
CDC	Stephanie Adams		
Lead Teacher	Courtney Walker		
Media and Technology Representative	Anna Kelly		
CTE Teacher	Poppy Cox		
Cultural Arts Teacher	Anne Shirk		
EC Teacher	Jamie Horner		
English Teacher	Sarah Davis		
History Teacher	Sheila Tew		
Mathematics Teacher	Faith Lowery		
PE Teacher	Jake Smith		
Science Teacher	Cindy Davidson		
World Languages Teacher	Mitchelle Cable		
Guidance Counselor, 9 th -10 th Grades; MTSS; 504	David Cornwall		
Guidance Counselor, 11 th -12 th Grades	Jill Hays		
Classified Employee Representative	Gwen Cox		
Athletic Programs Representative	Craig Smith		
CIS Representative	Josh Bowers		
Parent Representative	Scott Allison		



NCStar/SIP Mandatory Components

School Name: Randleman High 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.

Randleman High School teachers are provided a duty-free lunch daily. The duties involved with the lunch time period are distributed among administration and other support personnel to protect this time for teachers and to ensure that students are monitored during the four lunches.

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 five duty-free planning periods per week. These planning blocks are ninety-minutes in duration, which means teachers are given seven and a half hours of planning time per week. The only interruption to teachers' planning is when teacher provide accommodations to students. To ensure that all teachers still have five or more hours of planning, we rotate who is providing the accommodations each block to protect the teachers' planning time.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

Randleman High School has a guidance counselor and an assistant principal designated to work with Freshmen Academy. The freshmen guidance counselor communicates with the middle school guidance counselor and teachers to identify at-risk students who will need closer watch during the transition to high school. The freshmen guidance counselor visits the middle school to discuss the high school registration process and to offer guidance about the appropriate courses to take. Freshmen registration forms are reviewed by the eighth grade and freshmen guidance counselors to ensure that students are signed up for the appropriate courses. Freshmen are housed in a Freshmen Academy to ensure that their teachers communicate to provide the students with multi-levels of support. Any student who is designated 504, ESL, or EC is placed under the respective point person of that area, and teachers are informed of the students' needs and education plans by these

individuals. Students who are at-risk without these designations are identified by Freshmen Academy teachers for in-classroom interventions. If in-classroom interventions do not work, students are referred to the MTSS team who advises on a second tier of interventions. Randleman High School also has a remediation plan in place in which remediation is afforded for two weeks per month. Teachers use this time to work with struggling students in smaller groups and to target their instructional needs to help to improve their performance in their classes.

Safe School Plan for

Randleman High 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			
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.**