



Northeastern Randolph Middle School
School Improvement Plan
2017-2018

Comprehensive Progress Report

Mission:

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: All students can learn; All students will be taught in a safe and nurturing learning environment; All students deserve a teacher who is qualified and well-prepared; All students deserve access to instructional resources managed in a fiscally-responsible manner; and All stakeholders share the responsibility and accountability for student learning.

Goals:

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 Actions KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Currently significant efforts are made by the school to support positive student behavior. Examples include:</p> <p>The positive reinforcement of behavioral expectations is specifically looked for in administrative observations and addressed in observation feedback.</p> <ul style="list-style-type: none">Behavioral data is presented at school improvement teams once per month, and modifications are made based on data.Through district professional development, beginning teachers receive training in behavior management strategies.Professional development series focused on student engagementDistrict code of conduct and school non-negotiable consequencesTeachers' efforts are supported through the use of Paw Prints incentives for students who demonstrate school expectations.	Limited Development 08/11/2017		
How it will look when fully met:			When this objective is met fully classroom rules will be posted in every classroom and teachers will explicitly teach the rules and reinforce them positively throughout the school year. Teachers and other personnel will grow their tool boxes of strategies through ongoing professional development. The monthly review of data will continue and instructional adjustments will be made as determined by the school improvement team. Data needed: student achievement data (End of Grade, End of Course, NC Check-Ins, benchmarks); discipline data (esp. suspension data); attendance data		Ralph Jarrett	09/04/2018
Action(s)	Created Date			0 of 1 (0%)		
1	8/11/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.			Ralph Jarrett	09/04/2018
Notes:						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently this is happening at varying levels across grades and departments. While some are implementing at high levels, implementation is not yet consistent across all areas.	Limited Development 04/19/2017		
How it will look when fully met:			Unit and lesson plans will reflect when this indicator is met fully. Teachers will work collaboratively to develop units of instruction aligned to the standards. Plans will include formative assessments as well as differentiation. Unit plans will allow teachers to follow up with communication about the effectiveness of strategies and how to address re-teaching. Unit plans will also provide support for vertical alignment.		Robin Hevner	09/03/2018
Action(s)	Created Date			0 of 1 (0%)		
1	8/11/17		Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Robin Hevner	09/04/2018
Notes: The literacy design collaborative (LDC) team of Adam Brown, Eliza Sanders, Traci Passmore, Melissa Smith, and Robin Hevner met on 9/27/17 to plan a professional learning team meeting that requires teachers to plan an LDC teacher task that incorporates grade level content standards and seamlessly integrates the content reading/writing standards.						

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
<i>Initial Assessment:</i>			The school has made strides to address Multi-Tiered System of Support (MTSS), specifically through Watchdogs. However, tier 1 continues to be an issue to be addressed, and the school plans to work with the district on implementation to fidelity.	Limited Development 04/19/2017		
<i>How it will look when fully met:</i>			<p>When this goal is met the learning needs of all students will be met by all teachers. Specifically routine use of these strategies will be evident in classrooms:</p> <ul style="list-style-type: none"> • Ongoing measurement of students' mastery of standards through formative (at least once per month) and summative (quarterly) assessments in core academic courses EVIDENCE: Teachers post benchmarks in data room monthly; district benchmark results and NC Check-Ins • Flexible grouping designed to address skill needs reflected in lesson plans and observation data EVIDENCE: copies of lesson plans and observation data • Evidence of Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) strategies in lesson plans and observation data EVIDENCE: Written feedback from SREB (Southern Regional Educational Board) local coaches 		Casey Westmoreland	06/05/2018
<i>Action(s)</i>	<i>Created Date</i>			4 of 6 (67%)		
1	6/15/17		The LDC team and the LDC coach will collaborate to deliver initial professional development to the entire faculty at Northeastern. The MDC team will deliver professional development specific to math teachers only.	Complete 09/05/2017	Robin Hevner	09/05/2017

<p><i>Notes:</i> Math will need to be a separate session and created/delivered by Pamela Grettler and Leola McCauley.</p> <p>The LDC Team (Robin Hevner, Adam Brown, Traci Passmore, Melissa Smith, and Eliza Sanders) delivered professional development on 8/24/17 to the entire faculties of Northeastern and Southeastern Randolph Middle Schools. This half-day overview of LDC included an overview of SREB and LDC along with all of the major pieces and shifts in instructional thinking.</p> <p>Local coach's first round of coaching and conferences with school LDC team occurred on 9/20/17. This first round included the SREB coach as well.</p> <p>The first LDC coaching letter was sent to Dana Albright-Johnson on 9/28/17.</p>					
2	6/15/17	Based on feedback by faculty, the MTSS district coordinator will provide MTSS professional development addressing the tiers and what steps of intervention should occur with the three tiers.	Complete 09/05/2017	Dana Albright-Johnson	09/05/2017
<p><i>Notes:</i> Laurie Sypole is scheduled to provide MTSS professional development in August as part of our school's implementation process. Additional professional development may be necessary.</p> <p>Laurie Sypole provided MTSS professional development to the faculty on 8/18/17.</p>					
3	6/15/17	Working collaboratively with the LDC local coach as well as teachers who participated in LDC year 1 training, non-math core academic teachers will create and implement at least one high quality LDC module during second semester.	Complete 06/06/2017	Robin Hevner	06/08/2018
<p><i>Notes:</i> Other leaders for this task will include: Traci Passmore Adam Brown Eliza Sanders Melissa Smith</p>					
4	6/15/17	With leadership by the SREB MDC local coach as well as Pamela Grettler and Leola McCauley, all math teachers will implement the SREB FAL (Formative Assessment Lesson) process at least three times during the school year.	Complete 06/06/2017	Dana Albright-Johnson	06/08/2018
<p><i>Notes:</i> In addition to Kim Steele, Pamela Grettler and Leola McCauley will be available to model as well as work one-on-one with teachers.</p>					

5	9/18/17	Lead and implement monthly Watchdog meetings to review individual student concerns (during all "full" school months)		Ralph Jarrett	06/05/2018	
Notes:						
6	9/18/17	MTSS coach will receive training through district/Laurie Sypole on quarterly basis.		Casey Westmoreland	06/05/2018	
Notes: Recurrence will depend on number of meetings held at district level.						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Our staff members work hard to create a welcoming, positive, and supportive school climate with a school culture that aligns with the specific needs of adolescents. We support our students at many levels with active listening and social contracts.</p> <p>Our guidance counselors make themselves accessible to students in the cafeteria. They also have a system teachers can use to send students to guidance when specific needs arise. The guidance counselors, student advocate, social worker, psychologist, nurse, administrators, EC Facilitator, and teams of teachers all work together to meet the emotional needs of students as determined by this team in Watchdog meetings.</p>	Limited Development 04/19/2017		
How it will look when fully met:			When this objective is fully met, all teachers will find the right resources to match the emotional needs of each student and will work with the appropriate staff members to ensure that action is taken.	Janet Rodriguez	09/01/2020	
Action(s)		Created Date		0 of 1 (0%)		
1	8/20/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Janet Rodriguez	09/01/2020	
Notes:						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Currently some efforts aimed at supporting students' transitions are in place. Specific steps include:</p> <ul style="list-style-type: none">• Offering parent night on the middle school campus for parents of rising 6th graders• Arranging tours for rising 6th graders with middle school students as tour guides• Having 5th grade teachers complete data sheets and submit those to counselors who use the information for best scenario scheduling• Arranging for 8th grade students to tour Providence Grove High School to acclimate themselves to new expectations• Having the middle school student advocate share MTSS notes with the high school. <p>Although many efforts are in place a written transition plan is not explicitly stated at this time.</p>	Limited Development 08/11/2017		
<i>How it will look when fully met:</i>			When fully met students will transition successfully both to middle school from elementary school and from middle school to high school. This includes all aspects of transitioning such as emotionally, academically, and behaviorally. School resources will be maximized to be sure that students and parents are provided with ample opportunities to acclimate themselves in a "slow release" manner.		Donna Wood	09/04/2018
<i>Action(s)</i>	<i>Created Date</i>			0 of 1 (0%)		
1	8/11/17		Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Donna Wood	09/04/2018
<i>Notes:</i>						
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

Initial Assessment:			Evidence is provided in the folder labeled B1.01.	Full Implementation 04/19/2017		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			A variety of meetings occur regularly to address student learning. Examples include School Improvement Team meetings, MTSS meetings, grade level and department meetings. However, we do not always meet for the extended periods as described in "Wise Ways."	Limited Development 04/19/2017		
How it will look when fully met:			Meetings aimed at improvement will occur twice per month during full school months. (Months of exception would include June, July, and August.)		Ralph Jarrett	09/04/2018
Action(s)	Created Date			1 of 4 (25%)		
1	8/11/17		A MTSS schedule with more frequent meetings will be established by the administration.	Complete 10/03/2017	Ralph Jarrett	10/03/2017
Notes:						
2	9/11/17		Teachers will provide the team advance notice of individual student needs to be addressed.		Donna Wood	05/29/2018
Notes:						
3	9/11/17		Team members will provide input and plan strategies to focus student support.		Donna Wood	05/29/2018
Notes:						
4	9/11/17		Appropriate staff (nurse, student advocate, counselors, social worker, lead teacher, administration, etc.) will follow up with various parts of individual student intervention or support before the next meeting.		Donna Wood	05/29/2018
Notes:						
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Team structures have been incorporated into the school improvement plan process. A written statement of purpose was established by the team and guides the work. Work dates are presented in advance and agendas are shared prior to meeting. Records/minutes are shared and maintained. Data is shared monthly (as a minimum). In addition to meeting regularly with the school improvement team the principal also meets quarterly with the parent advisory council. Administrators devote extensive time to providing feedback to teachers to help them to improve instruction.	Full Implementation 04/19/2017		
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Monitoring of progress and adjustment/modification due to data of "pack" time has been inconsistent since its implementation into the school schedule.	Limited Development 08/11/2017		
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How it will look when fully met:	When this objective is met fully, pack time will optimize available time and other resources and be used effectively to address the individual learning needs of students. Adjustments to programming will be made on a regular basis using available data.		Janet Rodriguez	04/13/2018
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Action(s)	Created Date		2 of 3 (67%)		
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1	8/11/17	Working collaboratively with seventh grade teachers, Janet Rodriguez will create a schedule and plan for pack time that addresses student needs based on available data.	Complete 10/25/2017	Janet Rodriguez	10/03/2017
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Notes: Teachers will officially reevaluate groupings every four weeks but will shift individual students as necessary based on formative assessments. 10/25/17--In light of the screening assessment data, the teachers have tweaked the schedule provided by Janet Rodriguez. Teachers now have students in remediation groups based on the screener data and students in enrichment settings based on those same assessments.					
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2	9/11/17	Seventh grade teachers will create, administer, and collect data from reading and math screeners/pre-assessments. They will sort students for pack time enrichment/remediation based on this data.		Janet Rodriguez	04/13/2018
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Notes:					
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3	9/18/17	Seventh grade teachers will receive guidance and feedback in creating screeners from administrative intern Paula LaPlant.	Complete 10/25/2017	Paula LaPlant	10/03/2017	
<p><i>Notes:</i> Paula LaPlant reviewed each screener, gave teachers suggestions and feedback, helped them develop their plans for remediation and enrichment, and facilitated the overall pack time plan.</p> <p>Some of the feedback involved validity of data and making sure that our assessment tools are measuring what we intend and giving us valid results.</p>						
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		While administrators spend much of each week in classrooms and monitor instruction regularly as well as provide feedback, they have not yet reached the expectation of 33% of the time in classrooms. This indicator could best be described as "almost there."	Limited Development 04/19/2017			
How it will look when fully met:		When this objective is fully met administrators will be visible in classrooms on average at least 40% of the time during regular school days. A quick turnaround on written feedback (both formal and informal) for teacher growth will continue. Data needed: walkthrough and formal observation feedback		Dana Albright-Johnson		05/01/2018
Action(s)	Created Date		0 of 1 (0%)			
1	8/11/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Dana Albright-Johnson		05/05/2020
Notes:						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The team discussed that data is used regularly but analysis and reflection steps are not yet at fidelity.	Limited Development 04/19/2017		
How it will look when fully met:			When fully implemented, student learning would improve continuously through a routine process of developing assessments, gathering data, analyzing data, and using available data to make adjustments to teaching. Additionally, data would be used to make decisions about professional development opportunities for teachers and other personnel. Evidences: PLT (Professional Learning Team) meeting notes/records of identified students who are in need of additional support; classroom observation reports; CFAs (Common Formative Assessments) created in an EOG/EOC format in all core academic subject areas.		Dana Albright-Johnson	05/01/2018
Action(s)	Created Date			0 of 3 (0%)		
1	6/15/17		Data from common assessments will be analyzed monthly at all levels: team, grade, department, and school improvement team.		Casey Westmoreland	05/01/2018
Notes:			The team noted that it will be the responsibility of each chairperson/grade level leader to share information with Adam Brown.			
2	6/15/17		Refine the development and administration of monthly CFAs to ensure that the questions within the assessments are aligned with the format end-of-year testing.		Eliza Sanders	05/01/2018
Notes:			Teachers submitted common formative assessments to Eliza Sanders for review. Based on Eliza Sanders' experience creating questions for both School Net and the NC Department of Public Instruction, she has recommended the use of School Net questions across the board to mirror the style and rigor of end-of-year assessments. Assessments that are not made from School Net will continue to be submitted to her for review.			

3	6/15/17	Develop and implement a uniform process to analyze data at each level to ensure the data that is collected is meaningful and useful in driving instructional practice.		Casey Westmoreland	05/01/2018
<i>Notes:</i> Teachers developed, administered, and collected data from their CFAs. Teachers submitted this data to Casey Westmoreland to analyze. Upon reviewing all that was submitted from the first round of CFAs, Casey Westmoreland determined that the teachers need to submit data as a grade level set in order for us to determine patterns across each grade level. Teachers were asked to collaborate in PLTs to compile the data from now on. Teachers have specific forms that aid them in the process					

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			A district plan is in place and is followed regarding practices in recruiting, evaluating, rewarding, and replacing personnel. Please see evidence file C3.04.	Full Implementation 04/19/2017		

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school communicates regularly and in a variety of ways with the school community about how the school is working toward specific goals and about general expectations. The administration regularly sends home school-wide information in the phone messenger system. Our teachers send home weekly e-newsletters to parents so that parents know what students are expected to do in class and at home each week. Teachers also provide structures for parents and students know what work students are missing and what students need to do to make up or redo work. Time for this is built into our routines and is called ZAP (zeros aren't permitted) time.	Limited Development 04/19/2017		
How it will look when fully met:			When this objective is met fully student attendance and achievement will increase while behavioral concerns will decrease due to higher levels of engagement between the home and school. Teachers will continue to meet one on one with parents but will do so on a more frequent basis. Materials will be sent home by the school to encourage parent involvement. Parents will continue to be contacted routinely about student progress (parent portal, interim reports, report cards).		Paula LaPlant	04/10/2018
Action(s)	Created Date			0 of 2 (0%)		
1	8/11/17		Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Paula LaPlant	09/04/2018
Notes:						
2	10/26/17		Include a section in the newsletter for tips for parents.		Ralph Jarrett	11/30/2017
Notes: We provide tips to recommend to parents depending on a specific issue, need, or topic. For example, during Red Ribbon Week, parents were notified of activities and encouraged to attend a parent night about prescription drug use. To encourage reading for enjoyment, the principal wrote an article on the digital app, "Hoopla", and the article was shared in the school's electronic newsletter.						



School: Northeastern Randolph Middle School

School Year: 2017-2018

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."

[illegible]



NCStar/SIP Mandatory Components

School Name: Northeastern Randolph Middle School

School Year: 2017-2018

Duty-Free Lunch

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

Northeastern Randolph Middle School requests a waiver from the state-required ongoing operational activity of providing a daily duty-free lunch for teachers so that instructional faculty may have a continuous 90 to 110 minute continuous planning block during the school day.

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.

All full time assigned classroom teachers shall be provided duty-free instructional planning time during regular student contact hours. The duty-free instructional time shall be provided to the maximum extent that provides for the safety and proper supervision of children during regular student contact hours.

Transition Plan for At-Risk Students

☒ Elementary to Middle School

☒ Middle School to High School

Please describe transition plan below.

Elementary to Middle School:

A variety of strategies exist for students as they move from fifth grade into sixth grade. Specific steps include:

Parent night on the middle school campus for parents of rising sixth grade students

Rising sixth grader tours with middle school students as tour guides

Fifth grade teachers complete data sheets and submit those to counselors who use the information for best scenario/best instructional fit scheduling

Additional needs are met through programs such as the clothes closet and back pack program.

Counselors and principal visit classrooms of fifth graders.

Elementary principals complete vertical visits on middle school campus to increase awareness of expectations.

Administration and student advocate review fifth grade attendance data and address concerns prior to entry or during early weeks of school year (esp. attendance contracts).

Middle School to High School:

Eighth grade students tour Providence Grove High School to acclimate themselves to new expectations.

High school counselors meet with students at the middle school to instruct about course options.

Eighth grade teachers counsel their students about course selections and approve honors offerings.

The middle school student advocate shares MTSS notes (data/history/strategies attempted) with the high school.

The middle and high schools share key positions such as the nurse and social worker so support personnel are familiar with students and their needs as they move to ninth grade and beyond.

Middle and high school principal complete vertical visits at each school to collaborate regarding expectations on each campus.

Safe School Plan for

Northeastern Randolph Middle 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: <ul style="list-style-type: none"> • 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:				
<ul style="list-style-type: none"> • 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. 				