



**Southwestern Randolph High School**  
**School Improvement Plan**  
**2017-2018**

## 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 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	
<i>Initial Assessment:</i>		Teachers have expectations posted and teach classroom procedures at the beginning of each semester. Teachers positively reinforce rules in various ways; having individual conversations with students, maintaining contact with parents/guardians, referring students to support personnel when needed.	Limited Development 07/25/2017			
<i>How it will look when fully met:</i>		Students are consistently following school rules and procedures. Evidence: -office referral data -walkthrough data		Shon Hildreth	06/15/2020	
Action(s)	Created Date		0 of 1 (0%)			
1	9/1/17	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		Shon Hildreth	06/15/2020	

		toward this indicator is achieved.			
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Departments meet monthly to discuss planning specific to student and departmental needs. Departments teach similar lessons at a similar pace. Middle school and high school teachers meet regarding placement of rising 9th graders. EC teachers at the high and middle school level meet to discuss students' needs as they transition to high school. Departments plan pre and post assessments together Departments look at data to determine differentiated instruction Bi-weekly PLC meetings required (at a minimum) Common benchmarks, CFAs District and state pacing guides and curriculum guides.		Limited Development 05/04/2017		
<b>How it will look when fully met:</b>		Each subject area PLT will align instruction to the curriculum by developing aligned units of instruction, differentiating lessons and creating formative assessments. The common units will form a basis for comparison of strategies between teachers teaching the same subjects. Evidences: -PLT Log -Teacher lesson plans -PLT unit plans - Walkthrough Data			<b>Regina Hunt</b>	<b>06/15/2020</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 1 (0%)</b>		
1	9/1/17	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.			Regina Hunt	06/15/2020
		<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Student support services</b>				
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>		The following implementation efforts are currently in place: PLTs are established and meet regularly to align instruction with common pacing guides. Communication with school counselors, English as a Second Language, special programs (Exceptional Children), student advocate to make sure students modifications are met and monitored. Each subject area offers remediation at least once a week after school. PLTs use assessment data for planning and remediation. Summer remediation programs are offered. Randolph Community College and North Carolina Virtual Public School online opportunities are offered for students to accelerate or explore. Saturday Academy Credit Recovery - Summer School Multi Tiered System of Support Committee - used to identify students Using SchoolNet data	Limited Development 05/04/2017		
<b>How it will look when fully met:</b>		As evidenced by increased EOC proficiency, teachers will utilize multiple sources of formative and summative data to determine the effectiveness of core instruction. A standard communication protocol will be in place to ensure an effective feedback loop between school and district MTSS teams. Evidences: -MTSS referrals -MTSS meeting minutes -Teacher lesson plans -Formative and summative student data -PLT meeting minutes		<b>Ursula Goldston</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
1	9/11/17	Create a 'Watch List' document to identify at-risk students, gathering discipline, attendance and academic data. Teachers will have access to an electronic form to make referrals. School counselors will monitor referrals and take appropriate action as needed.		Teresa Burton	06/15/2018
<i>Notes:</i>					
2	9/11/17	MTSS committee will meet to review referrals and determine next steps.		Teresa Dillard	06/15/2018
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The following interventions are in place to support students. Teachers and staff refer students as they become aware of student needs/concerns. Referrals are made to: - School Counselors are available to meet/counsel with students. Students are assigned to counselors by alphabet. Counselors are available to meet with students at their request and via teacher referral. School counselors work in conjunction with local support agencies and the Randolph	Limited Development 05/04/2017		

		County School System Assist Team. - Social Social Worker - The school social worker is a resource utilized for referrals, home-visits and to identify concerns and seek resources. - Student Advocate works closely with school counselors and the school social worker to support students.			
<b>How it will look when fully met:</b>		Teachers are aware of what additional services are available for students needing extra support, how best to connect students and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the student. Evidences: -MTSS meeting minutes -Counselor notes - Referral data		<b>Teresa Burton</b>	<b>06/15/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	9/1/17	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.		Teresa Burton	06/15/2020
<i>Notes:</i>					
		<b>A4.09</b>	<b>The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Currently, our School Counselors, along with the Student Advocate, monitor student drop-out, graduation, attendance and transfer rates. The school administrative team, along with school support staff meet weekly with students regarding attendance and tardies as part of our school Attendance Team.	Limited Development 07/07/2017		
<b>How it will look when fully met:</b>		Raise the graduation rate to 90% for the 2017-2018 school year. Raise attendance rate by 0.5% and decrease the number of dropouts by 10%. Evidences: -Attendance, graduation rate and dropout data - Attendance team meeting documentation -Post-high school outcome data		<b>Teresa Burton</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 8 (0%)</b>		
1	9/11/17	Attendance team will meet with students who have missed 3 days and 5 or more days. An automated phone call home is generated at each absence. In addition, letters are mailed to students at 3, 6 and 10 days absent.		Carla Miller	06/15/2018
<i>Notes:</i> Attendance team is composed of school administrators, student advocate, school counselors and office support staff.					

		<p>Sept. 2017 - Administrative team decided to add two additional members to the attendance team. This will allow each grade level to be split three ways. With fewer students to monitor, student interaction can be more personalized and team members can more closely monitor students assigned to them. Attendance team members are meeting with students weekly who have missed 3 or more days.</p> <p>Oct. 2017 - Attendance team continues to meet weekly with all students who have missed 3 or more days in any class. Melissa Marion updates the administrative team weekly in administrative meetings.</p>			
2	9/11/17	School counselors and the Career Development Coordinator monitor student's post-high school plans.		Jessica Cutler	06/15/2018
		<i>Notes:</i>			
3	9/11/17	Student Advocate monitors student transfer and drop-out rates.		Carla Miller	06/15/2018
		<p><i>Notes:</i> Sept 2017 - Melissa Marion, Student Advocate, has updated the leadership team weekly with the number of transfers and drops. Currently, she is conducting home visits to locate no-shows and/or drops, making attempts to get students to re-enroll. She is working closely with our new school social worker.</p> <p>October 2017 - Melissa Marion continues to update the administrative team weekly with the number of transfers and drops. She continues to make parental contact and conduct home visits for students at-risk of dropping out. We are currently at 5 drops for this school year.</p>			
4	9/11/17	Student Advocate will monitor the 'Watch List' document and meet with students who present at-risk behaviors that may impede their graduation date.		Carla Miller	06/15/2018
		<i>Notes:</i> October 2017 - The 'Watch List' document was shared with all teachers. Teachers have submitted names of students they are concerned may fail due to attendance or grades. School counselors, Student Advocate, and School Administrators monitor the list and meet with students and parents.			
5	9/11/17	Administrator conferences with students who are in danger of failing a course.		Shon Hildreth/Carla Miller/Brian Hill	06/15/2018
		<i>Notes:</i>			

6	9/11/17	The Cougar Academy (9th grade) team works together to ensure a smooth transition from middle school to high school. They attempt to connect with students to ensure student success.		Carla Miller	06/15/2018	
		<p><i>Notes:</i> August 2017 - The Academy team met to plan Academy initiatives for first semester. Planned initiatives and separated duties. Will have connecting activity in every class during the first week of school, planned Cougar Camp (freshman orientation), discussed Cougar Academy hoe down.</p> <p>September 2017 - began Student of the Week initiative. Every teacher will choose two students each week to recognize. Students names are displayed in the teacher's room and on the Student of the Week bulletin board. A drawing is held each week to recognize two students. A breakfast is held at the end of the semester to recognize all students.</p> <p>October 2017 - Student of the Week initiative continues with multiple students recognized. Teachers meet regularly to discuss student concerns and meet with students, focusing on each student having a connection with an adult in the building.</p>				
7	9/11/17	Administrators will monitor suspension rates and utilize the Intervention Center, in lieu of out-of-school suspension, to protect instructional time when appropriate.		Shon Hildreth	06/15/2018	
		<i>Notes:</i> Sept. 2017 - Administrative team discussed and commonly defined current discipline guidelines.				
8	9/11/17	To allow students to graduate with their initial cohort, we will utilize Apex for credit recovering during the school day, after school and during the summer.		Brian Hill	06/15/2018	
		<i>Notes:</i>				
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Grade-to-grade: Counselors and support staff meet with each student and help them develop four-year plans. Registration involves individual student conferences Level-to-level: Counselors and Cougar Academy staff work closely with both feeder middle schools to help rising 9th graders transition smoothly.	Limited Development 07/25/2017			
<i>How it will look when fully met:</i>		Southwestern Randolph High School will have implemented a plan to support all students as they transition from grade-to-grade and level-to-level. Evidences: -Cougar Camp -Cougar Academy initiatives		Carla Miller	06/15/2020	

		-Registration meetings and individual conferences -4 year plans - Grade level meetings			
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	9/1/17	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.		Carla Miller	06/15/2020
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>				
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			The LEA has an LEA Support and Improvement Team Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry Chappell, Director of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology	Full Implementation 06/22/2017		
	<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Leadership team (School Improvement Team) meets one time a month for approximately an hour. Agenda and minutes are kept and shared with all school staff via Google docs. Members include administration, teachers, staff and a community leader. Team has approximately 21 members. Elections are held each year.	Limited Development 05/04/2017		
<b>How it will look when fully met:</b>			In order to facilitate communication and coordination among the grade levels and the departments of the school, the Leadership Team, consisting of the principal and elected representatives from each department, will meet at least twice per month. Evidences: - Meeting minutes - Meeting agendas - SIT election results		<b>Shon Hildreth</b>	<b>06/15/2020</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 1 (0%)</b>		
1	9/1/17	Our School Improvement Team is currently in the process of			Shon Hildreth	06/15/2020



		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.			
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Current implementation efforts include: School Improvement Team Monthly Department Meetings Some shared planning where scheduling allows Professional Learning Teams(PLTs), Parent Teacher Organization, Multi Tiered System of Support, 9th Grade Academy (Cougar Academy) Monthly Faculty Meetings	Limited Development 05/04/2017		
<i>How it will look when fully met:</i>		All teachers will meet regularly with their PLC groups. PLC groups will plan, share resources, review data and use the data to guide instruction.		<b>Regina Hunt</b>	<b>06/15/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
<b>1</b>	9/19/17	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.		Shon Hildreth	06/15/2020
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Current implementation efforts include: Classroom walkthroughs PLT agenda minutes posted in Google Docs 30 Minute Thursday-Professional development 2 times each month focusing on improving instruction District PLT groups Quarterly Review Data team meetings Teacher evaluations and follow-up conferences	Limited Development 05/04/2017		

<b>How it will look when fully met:</b>		The administrative team will monitor classroom instruction regularly and provide timely, clear, constructive feedback via formal observations and the classroom walkthrough document.		<b>Shon Hildreth</b>	<b>06/15/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	9/19/17	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.		Shon Hildreth	06/15/2020
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>				
<b>Effective Practice:</b>		<b>Quality of professional development</b>				
	<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			All administrators regularly observe and visit classrooms. Classroom walkthrough data is collected and indicates instructional patterns. i.e. technology use, student engagement, etc. EVAAS data is used and training is provided to teachers on dis-aggregating their data. PD Survey PD provided on technology Individual teachers attend PD on specific areas related to their needs/preferences. PLTs - analyzing data	Limited Development 05/04/2017		
<b>How it will look when fully met:</b>		EOC, ACT and WorkKeys proficiency will continue to increase yearly. Student value added data will continue to rise. Evidences: -EOC, ACT, WorkKeys, EVAAS data -Classroom walkthrough data - Professional development plan -Increase in EOC proficiency by 2% points, ACT proficiency by 5% points, WorkKeys proficiency by 1% point and EVAAS student value added data by 1 point.			<b>Regina Hunt</b>	<b>06/15/2018</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 6 (0%)</b>		
1	9/19/17	The administrative team will conduct instructional walkthroughs with a target of four hours per day in classrooms.			Shon Hildreth	06/15/2018
<i>Notes:</i>						
2	9/19/17	A data review will take place each quarter. The School Improvement Team will decide actions needed based on data presented.			Shon Hildreth	06/15/2018
<i>Notes:</i>						

3	9/19/17	Instructional lead teacher will develop targeted professional development sessions based on data.		Regina Hunt	06/15/2018
<i>Notes:</i>					
4	9/19/17	Teachers will regularly incorporate Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) strategies into all classes. Every student will have opportunities to read, write and speak every day in class.		Regina Hunt	06/15/2018
<i>Notes:</i>					
5	9/19/17	After school remediation will be offered for all classes.		Regina Hunt	06/15/2018
<i>Notes:</i>					
6	9/19/17	Classroom teachers will track individual student data. Students will track data as well.		Regina Hunt	06/15/2018
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			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	Full Implementation 06/22/2017	

	guidelines			
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<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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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
<b>Initial Assessment:</b>		Current implementation efforts include: Peachjar District, school and teacher webpages AlertNow Printed newsletters (w/ report cards) Informational Parent Nights (ESL, rising next grades, College Foundation of North Carolina, etc.) Open House Personal contact via email, phone calls and/or Good News postcards (Cougar Compliments) PowerSchool - Parent Portal Twitter Surveys Student Advocate and Social Worker visits	Limited Development 05/04/2017		
<b>How it will look when fully met:</b>		Parents are actively involved with their child's academic performance and fully aware of what they can do at home to support their student's learning		<b>Shon Hildreth</b>	<b>06/15/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	9/19/17	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.		Teresa Burton	06/15/2020

Notes:



School: Southwestern Randolph High School

School Year: 17-18

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.”*

<b>Committee Position</b>	<b>Typed Name</b>	<b>Signature</b>	<b>Date</b>
Principal	Shon Hildreth		
Assistant Principal	Brian Hill		
Assistant Principal	Carla Miller		
Instructional Lead Teacher	Regina Hunt		
School Counselor	Teresa Burton		
Math Teacher	Laura Castelloe		
PE Teacher/Athletic Director	Chris Chapman		
Career Development Coordinator	Jessica Cutler		
ELL Teacher	Ursula Goldson		
School Treasurer	Karen Kearns		
PE Teacher	Matt Kiser		
Chorus Teacher	Daniel Kosel		
Media Coordinator	Cathy Napier		
Carpentry Teacher	Jeff Perry		
EC Teacher	Carol Ramsay		
English Teacher	Michelle Saunders		
Science Teacher	Tom Soja		
English Teacher/9 <sup>th</sup> Grade Academy	Dana Thames		
Parent Representative	Mark Waisner		
JROTC Teacher	John Weeks		
History Teacher	Josh Wood		



## NCStar/SIP Mandatory Components

School Name: Southwestern Randolph High School

School Year: 17-18

### 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.

Each teacher is provided a duty-free lunch daily.

### 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.

Each teacher is assigned one planning period block per day, totaling 7.5 hours per week.

### Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

School counselors, 9<sup>th</sup> grade Academy Principal and staff, meet with all rising 8<sup>th</sup> grade students individually during registration. In addition, middle school counselors provide high school counselors with a list of at-risk students. These students are monitored closely by Academy staff, school counselors and the Student Advocate. Some students are also assigned a student mentor.

**Safe School Plan for**

**Southwestern Randolph 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			
<b>Safe School Training</b>				
<b>MTSS Training</b>				
<b>Data Analysis</b>				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

**Maintain the Sheriff's Department as a community partner as it continues to provide:**

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

**Maintain established protocol for communication and collaboration with community agencies that provide support to students.**

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**