



**Providence Grove 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>		PGHS staff establishes classroom management strategies and reinforce classroom procedures in a variety of ways. Each teacher outlines on the first day of class acceptable behavior and models that behavior in the classroom. Teachers outline in their syllabi their expectations for each student. IEP, 504 and behavior plans are followed by teachers. The Lead Teacher, Principal and assistant principals observe classes to ensure student behavior and class expectations are met. Teachers work together to ensure that all students have a positive learning environment.	Limited Development 08/29/2017		
<i>How it will look when fully met:</i>		Evidence that this key indicator is being fully met include: few office referrals caused by classroom management issues; observations by the principal, assistant principals and lead teacher note few classroom management issues.		Dan Goble	06/07/2019
Action(s)	Created Date		0 of 1 (0%)		
1	9/8/17	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.		Dan Goble	06/07/2019
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Each department meets weekly in PLTs to discuss pacing weekly and align assessments to be similar to state summative assessments. Departments use Google folders to keep running meeting minutes and records of initiatives.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		Alignment of the written, taught, and tested curriculum will be apparent. By June, 2018, 80-100% of PGHS teachers will show evidence of aligned instructional units for each subject taught.		<b>Donna Brown</b>	<b>06/08/2018</b>
Action(s)	Created Date		0 of 3 (0%)		
1	6/27/17	Each PLT will meet weekly to collaborate and complete instructional units that are aligned to the NC Essential Standards/NC Standard Course of Study/CTE Blueprints.		Donna Brown	06/08/2018
<i>Notes:</i>					
2	6/27/17	Teachers will write "I can" statements for each instructional unit.		Donna Brown	06/08/2018
<i>Notes:</i>					
3	6/27/17	PLTs will produce common formative assessments that are clear and specific and provide evidence of mastery consistent with the criteria established.		Donna Brown	06/08/2018
<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
<i>Initial Assessment:</i>		Our MTSS team meets monthly to discuss at risk students. The team has gone through the process of observing and referring students who are struggling in school. The team looks at several areas to determine if a student is at risk including: academic, behavioral, discipline, and social/emotional data.	Limited Development 06/26/2017		
<i>How it will look when fully met:</i>		When this benchmark is fully met, a tiered instructional system will be fully functional. By June, 2018, 75% of all teachers will use a tiered system of instruction to meet the educational needs of students in their classes. Data that is needed: student achievement data, enrichment information, MTSS team data, staff development information.		Kim Hall	06/08/2018
Action(s)	Created Date		1 of 2 (50%)		
1	8/29/17	We will provide professional development to teachers on MTSS.	Complete 09/12/2017	Season Lahr	10/10/2017
<i>Notes:</i> Professional development will take place during monthly staff meetings.					
2	8/29/17	We will generate a list of all at-risk students at the school and share the list of at-risk students with the IGNITE Team.		Montgomery Hall	01/31/2018
<i>Notes:</i> The Student Advocate will work with students who are at risk for failing, either academically or failure due to absences. She will recommend students to the IGNITE team, to assign these students a teacher buddy.					

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>		Our teachers maintain a strong line of communication with the school social worker, RCSS Crisis Team, guidance counselors, student advocate, and career development coordinator, making referrals for various emotional, mental and economic needs. Staff development was presented by the Student Advocate regarding FIT (Families In Transition) students and how to identify which students may need assistance.	Limited Development 06/26/2017		
<i>How it will look when fully met:</i>		All staff members will be trained and will implement strategies to ensure all students' emotional needs are addressed. Staff members will know and use procedures to secure support and interventions for students who need them.		Kim Hall	06/19/2020
Action(s)	Created Date		0 of 1 (0%)		
1	9/8/17	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.		Kim Hall	06/19/2020
<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
<i>Initial Assessment:</i>		A plan has already been created for this objective. The Leadership Team should continue to complete all actions in order to meet the objective.	Limited Development 10/04/2017		
<i>How it will look when fully met:</i>		We will monitor incoming students for early warning indicators and provide appropriate supports. We will ensure ninth grade students have access to highly effective faculty and are supported for this transition. We will have a Freshmen Orientation before school starts and a Freshmen Boot Camp during enrichment the first week of school.		Donna Brown	06/14/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/26/17	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 Brown	06/07/2019
<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
<i>Initial Assessment:</i>		B1.01 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 06/27/2017		
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
<i>Initial Assessment:</i>		Our School Improvement Team (SIT) meets the second Monday of every month. Administrators, guidance counselors, Student Advocate, Lead Teacher, media specialist, Career Development Coordinator are all part of the SIT team. Departments vote on representatives to be a part of SIT. Department chairs also serve on this committee. We have a parent representative (PTSO President) and students from our Student Government. Progress towards School Improvement Plan goals are discussed each month and issues that the committee wants to go over are deliberated. Our Leadership team (part of SIT) meets a second time during the month to review implementation of effective practices.	Limited Development 06/26/2017		
<i>How it will look when fully met:</i>		The Leadership Team/SIT Team will meet twice a month to review data and monitor effective practices.		Donna Brown	06/07/2019
Action(s)	Created Date		0 of 1 (0%)		
1	9/8/17	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 Brown	06/07/2019
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		PGHS has several teams that help us ensure that all of our students are learning. The SIT team collects and analyzes data to promote an environment where all students can accomplish their learning goals. The MTSS team works with students who are deemed at risk of not meeting their learning goals. Teachers work within their PLTs (Professional Learning Teams) to plan, implement and monitor student learning. Teachers have a planning period each day. The Data team assists the SIT team in collecting data. The Technology Team investigates and shares innovative ways to engage students in their learning and to assist teachers in their instruction. The PTSO is another group that helps in the school/community outreach. Teachers have one duty during the school day, once a week during enrichment. Teachers have only one gate duty each sports season.	Limited Development 06/26/2017		
<i>How it will look when fully met:</i>		All teachers will be active in their PLT groups. Teachers will make data driven decisions for implementing effective practices in the classroom. Teachers will work in teams to plan instruction.		Donna Brown	06/12/2020
Action(s)	Created Date		0 of 1 (0%)		
1	9/8/17	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 Brown	06/12/2020
<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>		The principal visits all classrooms on a daily basis. The principal and lead teacher attend weekly PLC meetings. PLC minutes are kept on a Google Doc and are reviewed by administrators and the lead teacher periodically. The principal conducts NEWS walkthroughs and encourages all faculty members to accompany him and to do this on their own. NEWS is a feedback tool where the observer visits a classroom and leaves the teacher a sheet with the following feedback - I Noticed, I Enjoyed, I Wonder and I Suggest. At monthly staff meetings, teachers accompany the principal, assistant principals and lead teacher on classroom NEWS walk-throughs.	Limited Development 06/26/2017		
<i>How it will look when fully met:</i>		The principal will visit classrooms on a daily basis. The principal will give feedback to teachers on what was observed in their classrooms.		<b>Brad Walston</b>	<b>06/07/2019</b>
Action(s)	Created Date		0 of 1 (0%)		
1	9/8/17	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.		Brad Walston	06/07/2019
<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>		The leadership team and the data team collect data from various sources: EVAAS, EOC, WorkKeys, ACT, PSAT, PreACT, School Report Card, Comprehensive Needs Assessment, Teacher Working Conditions Survey, attendance, drop-out rate etc. This data is analyzed and decisions are brought before the Leadership Team/SIP team to make decisions based on the evidence.	Limited Development 06/27/2017		
<i>How it will look when fully met:</i>		All major decisions will be made by analyzing data, and discussing with stakeholders. We will need the following data: EVAAS, EOC, WorkKeys, ACT, PSAT, PreACT, School Report Card, Comprehensive Needs Assessment, Teacher Working Conditions Survey, attendance, drop-out rate, etc.		Lee Miller	06/15/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/4/17	The student advocate will track retention rate of students. The student advocate will also collect data on students who drop out of school.		Montgomery Hall	06/08/2018
		<i>Notes:</i> Data that is being compiled on students who drop out are: reason, absences, cumulative grade retention, OSS, discipline referrals.			
2	10/5/17	Each department meets with the Lead Teacher/ Principal at 4.5 weeks, 9 weeks and 13.5 weeks to look at data, both individual data and as a group.		Donna Brown	06/08/2018
		<i>Notes:</i>			
3	10/5/17	The SIT team will look at school data to determine if adjustments to curriculum, procedures, and practices need to be altered to improve school test scores, drop-out data, graduation rate, school climate, and retention rate. The data will determine the focus of staff development.		Lee Miller	06/08/2018
		<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

<p><b>Initial Assessment:</b></p>	<p>C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.</p> <p>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 guidelines</p>	<p>Full Implementation 06/27/2017</p>		
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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>		PGHS communicates with parents/guardians about its expectations and curriculum through a variety of ways: weekly phone messages, August newsletter sent by mail to parents, phone message and daily announcements on the school website, syllabi, weekly emails by some teachers, PowerSchool, parent contact via teacher - email/phone, parent information sessions (for college planning/admissions requirement, financial aid requirements), specific targeted communication to parents regarding national assessments and online study aides, social media, volunteer information night, senior nights, transitions nights (OCS/Functional Skills), Senior Scholarship bulletin, Meet the Teacher nights, REMIND, Class Websites, PTSO, and Freshmen orientation.	Limited Development 06/26/2017		
<i>How it will look when fully met:</i>		PGHS will regularly communicate with parents/guardians about what is expected of them, the importance of the curriculum, and what parents can do to assist in their child's education. Phone message logs, agendas of parent meetings, PTSO meeting notes, parent contact logs are needed to show evidence.		Alicia Timmons	06/07/2019
Action(s)	Created Date		0 of 1 (0%)		
1	9/8/17	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.		Alicia Timmons	06/07/2019
<i>Notes:</i>					



School: Providence Grove High 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.”*

Committee Position	Typed Name	Signature	Date
OCS Teacher	Lindsey Armfield		
CDC	Chris Atkins		
Math Teacher	Delores Beasley		
Lead Teacher	Donna Brown		
English Teacher	Terrie Bryant		
Math Teacher	Amy Clark		
Assistant Principal	Dan Goble		
Student Advocate	Montgomery Hall		
Dean of Students	Kim Hall		
Social Studies Teacher	Renee Ingram		
AG Teacher	Amy Kidd		
PE Teacher	Danny Martin		
Science Teacher	Cindy McCoy		
JROTC Teacher	Maurice McDougald		
Social Studies Teacher	Lee Miller		
Science Teacher	Marie Milliner		
JROTC Teacher	Mike Newkirk		
English Teacher	Tucker Page		
Guidance Counselor	Jane Porter		
Parent	Rose Rook		
Media Specialist	Bonnie Snyder		
ART Teacher	Stephanie Soper		
EC Teacher	Erin Stalker		
French Teacher	Michelle Thompson		
Assistant Principal	Alicia Timmons		
Principal	Brad Walston		
Business Teacher	Amy Ward		
Spanish Teacher	Rick Weaver		



## NCStar/SIP Mandatory Components

School Name: Providence Grove High 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.

All teachers have a duty-free lunch every day at Providence Grove High School (PGHS).

### 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.

Every teacher at PGHS has a duty free planning period of 90 minutes every day for a total of 7.5 hours of planning time each week.

### Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

We will monitor incoming students for early warning indicators and provide appropriate supports. We will ensure ninth grade students have access to highly effective faculty and are supported for this transition. We have Freshmen Orientation before school starts and a Freshmen Boot Camp during enrichment the first week of school to help our students transition from middle to high school.

**Safe School Plan for**

**PGHS**

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.**