



**Randleman Elementary School**  
**School Improvement Plan**  
**2018-2019**

## Comprehensive Progress Report

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

**Vision:** Randleman Elementary's mission is to create a learning community where all students will grow to become responsible citizens with 21st century skills, prepared for college and career of their choice.

**Goals:**

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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.”

By the end of the 2018-2019 school year, all subgroups of students will perform at the “Expected Growth” Level or higher.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		As of 2017, we currently utilize PBIS strategies to manage the school and classrooms. The number of referrals has been up and down in the past three years.	Limited Development 09/06/2017			
<i>How it will look when fully met:</i>		The number of referrals will decrease and the number of positive behaviors will increase. The school will be recognized by the state as a PBIS school.		Danielle Williams	06/01/2019	
<b>Actions</b>			<b>3 of 5 (60%)</b>			
	9/11/17	Hold class meetings on a weekly basis.	Complete 09/15/2017	Benji Cole	09/15/2017	

<i>Notes:</i>					
9/11/17	Increase the number of PAWS slips in 2017-18 in comparison to 2016-17. Increased positive recognition will lower the number of school discipline referrals.	Complete 06/08/2018	Sara McCollum	06/08/2018	
<i>Notes:</i>					
9/11/17	Apply for the next level of PBIS recognition.	Complete 09/29/2017	James Johnson	05/31/2018	
<i>Notes:</i>					
4/11/18	All staff will follow the school wide behavior plan.		Danielle Williams	06/01/2019	
<i>Notes:</i>					
4/11/18	All staff will have access to and follow office referral matrix.		Maria Broos	06/01/2019	
<i>Notes:</i>					
	<b>A1.08</b>	<b>ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		At the beginning of the 2018-2019 year, our lead teacher led a professional development on growth mindset and how to incorporate it into our teaching and classroom climate. Many of our teachers already have bulletin boards and posters to remind students of what a growth mindset is. We also started the year with a set of lessons school wide that helped up to build a mathematical mindset in the classroom.	Limited Development 09/19/2018		
<i>How it will look when fully met:</i>		Students will be able to describe the difference between a fixed and growth mindset. Common vocabulary will be used among staff and students in relation to growth mindset. Parents will also be informed about what the growth mindset is.		Rebecca Myers	06/05/2020
<i>Actions</i>			<b>0 of 2 (0%)</b>		
9/19/18	Design and implement a parent night to educate parents on how to promote a growth mindset at school and at home.		Karen McCain	06/05/2020	
<i>Notes:</i>					
9/19/18	A monthly classroom meeting will be held to teach the difference between growth and fixed mindset with common vocabulary.		Katherine McMichael	06/05/2020	
<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>		As of 2017, grade level teams are responsible for creating instructional units of study that align with standards. All grade levels follow Randolph County School System Pacing guide with instruction aligned to MCLASS and End of Grade assessments. The opportunity for improvement exists through implementing vertical planning.	Limited Development 05/03/2017		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		All staff will have bi-annual vertical planning with the inclusion of all support staff. The planning will center around data discussions that will improve core instruction, specifically reading.	<b>Objective Met 09/19/18</b>	<b>Karen McCain</b>	<b>06/07/2019</b>
<b>Actions</b>					
	9/11/17	Vertical Planning dates will be on an agenda for discussion for the 2017-18 school year during a staff meeting.	Complete 10/03/2017	James Johnson	06/08/2018
<i>Notes:</i>					
	10/4/17	Beginning of Year MCLASS vertical planning date established.	Complete 10/03/2017	Maria Broos	10/02/2017
<i>Notes:</i>					
	10/4/17	The first planning date established during a staff meeting.	Complete 10/03/2017	James Johnson	10/03/2017
<i>Notes:</i> November 7th will be the date for vertical planning.					
	10/4/17	Beginning of Year MCLASS vertical planning.	Complete 10/26/2017	Megan Misenheimer	11/07/2017
<i>Notes:</i>					
	10/4/17	The second vertical planning date established.	Complete 12/05/2017	Maria Broos	12/05/2017
<i>Notes:</i>					
	10/4/17	Middle of Year MCLASS vertical planning.	Complete 01/16/2018	Megan Misenheimer	02/06/2018
<i>Notes:</i>					
<b>Implementation:</b>			09/19/2018		
<b>Evidence</b>		9/19/2018 See Attached Evidence			
<b>Experience</b>		9/19/2018 Two vertical planning sessions for MCLASS took place. Teachers were grouped based on what reading levels they taught and shared teaching strategies with each other.			

<b>Sustainability</b>	9/19/2018 As teachers change grade levels and the levels they are teaching, there may be a need to have another vertical planning session in the future.			
<b>A2.05</b>	<b>ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	As of 2018, grade levels currently meet twice a week to plan lessons based on standards. These lessons are shared school-wide. Resources such as county pacing guides, unpacking documents, and the new Tools 4 NC Teachers are being used.	Limited Development 09/19/2018		
<b>How it will look when fully met:</b>	All lesson plans will be correctly aligned to the new NC Standard Course of Study and will contain "I Can" statements. Students will demonstrate growth on county and school assessments based on the changes we are making in the classroom.		<b>Melina King</b>	<b>06/07/2019</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/19/18	Weekly lesson plans will be submitted including standards and I Can statements.		Suzanne Hotchkiss-Price	06/07/2019
<i>Notes:</i>				
9/19/18	PLT meetings will focus on deconstructing the new NC Standard Course of Study and planning lessons to meet each specific standard.		Emily Seabolt	06/07/2019
<i>Notes:</i>				
9/19/18	Participate in county wide professional development for new NC Standard Course of Study.		Karen McCain	06/07/2019
<i>Notes:</i>				

	A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	As of 2018, classrooms across the school currently have common word walls. Teachers also teach the weekly Journeys academic vocabulary and content vocabulary found in the unpacking documents.	Limited Development 09/19/2018			
<b>How it will look when fully met:</b>	Lesson plans will reflect the content and academic vocabulary being taught and students will be able to use these words in conversation and writing.		Jamie Powell	06/05/2020	
<b>Actions</b>		<b>0 of 3 (0%)</b>			
9/19/18	Relevant content and academic vocabulary will be included in weekly lesson plans.		Megan Misenheimer	06/05/2020	
<i>Notes:</i>					
9/19/18	Teacher will model and define content and academic vocabulary during instruction.		Peggy Johnson	06/05/2020	
<i>Notes:</i>					
9/19/18	Create a school base resource for vocabulary strategies and tools.		Danielle Williams	06/07/2019	
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of 2017, teachers utilize whole group and small group instructional practices and individualize as needed. Lesson plans are designed by the grade/specialty area and submitted throughout the school. Furthermore, quarterly plans are developed for each grade level. Staff development is differentiated and offered based on data that provides evidence for professional development needs.	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>		All staff will have a team to go to for support identifying and implementing evidence based strategies to meet the individuals needs of all students across all tiers.		<b>Katherine McMichael</b>	<b>06/14/2019</b>
<b>Actions</b>			<b>2 of 4 (50%)</b>		
	6/27/17	Schedule a monthly meeting for staff to discuss evidence based strategies.	Complete 03/07/2018	Katherine McMichael	06/08/2018
<i>Notes:</i>					
	6/27/17	Create a system for documenting the progress of students that were referred to the team for evidence based strategies.	Complete 09/01/2017	Heather Schwickrath	08/25/2017
<i>Notes:</i>					
	10/4/17	Teachers will be provided professional development by district and/or state personnel.		Katherine McMichael	06/14/2019
<i>Notes:</i>					
	4/11/18	Schedule weekly grade level/specialty area meetings to discuss instructional strategies.		Penny Baber	06/01/2019
<i>Notes:</i>					

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			As of 2017, students are exposed to a variety of situations in which they are taught how to respond to social and behavioral cues. Educational opportunities are provided through CARE, Puberty Education classes, Olweus program, class guidance and small group guidance.	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>			All students will receive classroom guidance at least once every 7 days. All classes will conduct classroom meetings monthly.		<b>Maria Broos</b>	<b>06/08/2019</b>
<b>Actions</b>				<b>2 of 3 (67%)</b>		
		9/19/17	Professional development on classroom meetings	Complete 08/23/2017	Karen McCain	09/08/2017
			<i>Notes:</i> Professional development was conducted by the Assistant Principal and Lead Teacher.			
		9/19/17	Schedule allows guidance at least once every 7 days.	Complete 08/01/2017	James Johnson	08/28/2017
			<i>Notes:</i>			
		9/19/17	Implement and document classroom meetings.		Maria Broos	06/08/2019
			<i>Notes:</i>			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			As of 2017, discussions have occurred that acknowledge vertical planning is important. The team has set target dates (1 per semester) for vertical planning meetings.	Limited Development 09/19/2017		
<i>How it will look when fully met:</i>			Staff will have at least two vertical opportunities and an effective way to pass information related to student academics on to the next grade level.		<b>Megan Misenheimer</b>	<b>06/07/2019</b>
<b>Actions</b>				<b>3 of 4 (75%)</b>		
		9/19/17	Create a system for tracking individual student progress when academic or behavioral concerns arise.		Melina King	06/07/2019
			<i>Notes:</i>			
		9/19/17	Develop a system for assuring student academic progress is passed on to the next grade level.	Complete 06/08/2017	Katherine McMichael	05/31/2018
			<i>Notes:</i>			
		10/4/17	The Randleman Elementary School principal will visit all current fifth grade classrooms (2016-2017 4th grade students) during the first semester.	Complete 10/06/2017	James Johnson	01/19/2018
			<i>Notes:</i>			



10/4/17	The Randleman Elementary School principal will visit all current fifth grade classrooms (2016-2017 4th grade students) during the second semester.	Complete 02/14/2018	James Johnson	04/27/2018
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>			
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The LEA provides a support and improvement team.		Full Implementation 05/22/2017		
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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
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<i>Initial Assessment:</i>	As of 2017, the leadership team meets once a month currently. The team focus is on data and best practices in instruction.		Limited Development 05/22/2017		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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<b>How it will look when fully met:</b>	The leadership team will schedule meetings twice per month for the academic year. The meetings will focus on data and instruction.		<b>Objective Met 09/19/18</b>	<b>Penny Baber</b>	<b>06/08/2018</b>
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<b>Actions</b>					
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6/27/17	Establish a calendar with all dates selected prior to the start of the school year.	Complete 09/08/2017	James Johnson	08/18/2017
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*Notes:*

10/4/17	The team will meet twice a month during the 2017-18 school year.	Complete 06/08/2018	Benji Cole	06/08/2018
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*Notes:* Minutes will provide evidence of implementation.

<b>Implementation:</b>		09/19/2018		
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<b>Evidence</b>	10/4/2017 Evidence is attached			
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<b>Experience</b>	10/4/2017 During the summer a calendar was developed to ensure the SIT meets on a regular basis to meet the requirements of the NCStar process.			
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<b>Sustainability</b>	10/4/2017 At the conclusion of the 2017-18 school year, a calendar for the 2018-19 school year will be developed.			
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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
<b>Initial Assessment:</b>		As of 2017, teachers have common planning time, duty rosters for the upcoming school year prior to the last day of the current school year, mentors, lead teacher, BT/Mentor meetings and data meetings all which align with the School Improvement Process.	Limited Development 05/22/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>		The parent engagement committee will meet prior to all open house/Title 1 meeting nights. These meetings will center around community engagement.		<b>Maria Broos</b>	<b>06/01/2019</b>
<b>Actions</b>			<b>2 of 4 (50%)</b>		
	10/4/17	Master schedule is developed that includes daily planning for all licensed staff.	Complete 08/01/2017	James Johnson	08/18/2017
		<i>Notes:</i> Master schedule will not be uploaded.			
	10/4/17	A duty roster will be created that distributes duties among all staff.	Complete 08/01/2017	James Johnson	08/18/2017
		<i>Notes:</i>			
	4/11/18	The lead mentor will conduct monthly BT/mentor meetings.		Maria Broos	06/01/2019
		<i>Notes:</i>			
	4/11/18	All PLT groups will follow a group of norms to ensure effective use of time.		Karen McCain	06/01/2019
		<i>Notes:</i>			
<b>Implementation:</b>			10/04/2017		
<b>Evidence</b>		9/19/2017 9/19/2017-master calendar provides dates that each is scheduled.			
<b>Experience</b>		9/19/2017 9/19/2017-the dates were scheduled along with staff members and other community members.			
<b>Sustainability</b>		9/19/2017 9/19/2017-We will need to to replicate this process year after year.			

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>		As of 2017, Informal/formal walk-throughs are conducted on a regular basis. The principal teaches small groups and is visible in classrooms providing feedback on instructional practices. The principal leads PLTs with assistants and provides professional developments in line with the school goals.	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>		The principal will conduct walk-through visits (formal/informal) in all classrooms at least once a week and provide feedback to teachers. The walk-through visits on a weekly basis will begin at the conclusion of beginning of year MCLASS assessments. The principal will conduct observations and feedback as directed in the evaluation instrument handbook. The principal will provide instructional assistants with professional development related to data, student achievement and teamwork.		<b>Maria Broos</b>	<b>06/12/2020</b>
<b>Actions</b>			<b>4 of 6 (67%)</b>		
	6/27/17	The principal/assistant principal will utilize the Randolph County School System walk-through feedback communication tool to conduct walk-through classroom visits.	Complete 08/18/2017	James Johnson	08/18/2017
<i>Notes:</i>					
	6/27/17	Create a walk-through calendar.	Complete 09/01/2017	James Johnson	08/18/2017
<i>Notes:</i>					
	10/4/17	The principal will create an observation calendar that includes pre-observation conferences when required.	Complete 08/01/2017	James Johnson	08/01/2017
<i>Notes:</i>					
	10/4/17	The principal will conduct PLT meetings with instructional Assistants that includes achievement data, team building and instructional practices.	Complete 06/08/2018	James Johnson	06/08/2018
<i>Notes:</i>		Meetings occur on the first Friday of the month at 1:15.			
	10/4/17	The principal in conjunction with the assistant principal and district instructional rounds team will compile data on instructional practices, share the data with the staff and provide strategies to address or expand the data findings at least two times during the 2017-18 school year.		Penny Baber	06/12/2020
<i>Notes:</i>					

4/11/18	The principal/assistant principal will follow timelines for evaluations according to Randolph County School System evaluation process.		Maria Broos	06/01/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Quality of professional development</b>			
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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
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<b>Initial Assessment:</b>	As of 2017, Randleman Elementary School staff meets in grade level/specialty area to understand data at the student level. Classroom observation data could be shared more frequently.	Limited Development 05/22/2017		
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<b>How it will look when fully met:</b>	Staff will identify strengths and areas for improvement for all students based on common assessments and will share on a weekly basis. Staff will discuss school level data monthly.		<b>Karen McCain</b>	<b>06/01/2019</b>
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<b>Actions</b>		<b>4 of 8 (50%)</b>		
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6/27/17	Collect grade level minutes that reflect conversations on student performance data.	Complete 06/08/2018	Kristin Routh	06/08/2018
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*Notes:*

6/27/17	Staff meetings minutes will be collected that reflect data discussions related to school level performance.		Peggy Johnson	06/07/2019
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*Notes:*

10/4/17	School level data shared with the School Improvement Team (SIT) to identify areas of strengths and opportunities for improvement. The SIT team will complete the 5-4-3-2-1 document in the fall to narrow a school wide focus for improvement.	Complete 11/07/2017	Kristin Routh	11/11/2017
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*Notes:*

10/4/17	Utilize data from data sources to identify areas of professional development needs.	Complete 11/07/2017	Kristin Routh	11/22/2017
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*Notes:* Professional Development plan for all staff needs to be developed.

10/4/17	Observation data will be collected by the principal/assistant principal to identify areas of strength and opportunities for improvement during each nine week period.		Maria Broos	06/07/2019
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*Notes:*

11/7/17	School level data shared with the School Improvement Team (SIT) to identify areas of strengths and opportunities for improvement. The SIT team will complete the 5-4-3-2-1 document in the spring to narrow a school wide focus for improvement.	Complete 03/08/2018	Kristin Routh	04/06/2018
<i>Notes:</i>				
4/11/18	Administration will share 5-4-3-2-1 document results with Randleman Elementary School staff.		Penny Baber	06/01/2019
<i>Notes:</i>				
4/11/18	Schedule and conduct at least 2 across area planning meetings during the school year.		Maria Broos	06/01/2019
<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>Target Date</b>
<i>Initial Assessment:</i>		The LEA has established a system of procedures and protocols for recruiting, evaluating, rewarding and replacing staff.	Full Implementation 05/22/2017		

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		As of 2017, All grade level/specialty area provides instructional/curriculum information to parents through newsletters, flyers, phone calls, interim reports, report cards, conferences, school app., class dojo, parent resource center and monthly newsletters.	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>		All grade levels will provide newsletters with tips and strategies in academic content areas. All grade levels will conduct workshops for parents in academic content areas and/or understanding standards during 4 scheduled parent nights.		<b>Karen McCain</b>	<b>06/08/2019</b>
<b>Actions</b>			<b>2 of 5 (40%)</b>		
6/27/17		Each grade level will send home newsletters monthly. The news letter must contain strategies to assist parents at home with academic content material.		Karen McCain	06/08/2019
<i>Notes:</i>					

6/27/17	Parent nights will be scheduled throughout the year that provide parents the opportunity for workshops taught by grade level teachers related to academic content and understanding.	Complete 04/06/2018	Karen McCain	06/08/2018
<i>Notes:</i>				
10/4/17	Parent workshop conducted focused on reading strategies.	Complete 10/26/2017	Crystal Malhotra	10/30/2017
<i>Notes:</i>				
4/11/18	Randleman Elementary staff will update the marquee at least once per month.		Maria Broos	06/01/2019
<i>Notes:</i>				
4/11/18	The principal/designee will update parents utilizing the school app at a minimum once per week.		Danielle Williams	06/01/2019
<i>Notes:</i>				





## NCStar/SIP Mandatory Components

School Name: Randleman Elementary School

School Year: 2018-2019

### Duty-Free Lunch

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

The School Improvement Team has agreed that coverage does not align with the School Improvement Goals and therefore those considered for coverage in the cafeteria would be better utilized as classroom instructional support.

### 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.

Forty-five (45) minutes of daily planning is provided to all classroom teachers with fifteen (15) additional minutes after school.

### Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

The Randleman Middle School counselor is made aware of all students at risk prior to the start of the next school year. Student data is shared and class placements are made by Randleman Elementary School staff to ensure student needs are met. The Randleman Middle School counselor visits all classes prior to the end of the year to discuss middle school and class options. The Randleman Middle School counselor and Randleman Middle School staff provide information to parents on transition night at Randleman Elementary School. The principal of the Randleman Elementary School visits students during their first middle school year a minimum of two (2) times. The principal of Randleman Middle School visits the Randleman Elementary School students a minimum of two (2) times during the school year.



**Safe School Plan for  
Randleman Elementary 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.**