



Archdale-Trinity Middle 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:

By the end of the 2018-2019 school year, at least 75% of all students taking the End-Of-Grade (EOG) tests and End-Of-Course (EOC) tests in the Randolph County School System will perform at or above "Level 3".



! = 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		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Limited Development 08/03/2017		
			At Archdale-Trinity Middle School (ATMS), we employ a range of positive behavior practices that are effective in the classroom. With that said, we have a small percentage of our staff who has not yet mastered these management practices. It is the belief of ATMS' School Improvement Team that these teachers needing guidance can grow through the practice of the action steps listed below.			

How it will look when fully met:		(2017-18 school year) Archdale Trinity Middle Schools serves approximately 700 students in grades seven and eight. Over the past few years we have experienced leadership changes and have seen the impact this has had on our students, procedures and processes throughout our building. One area we have noticed needing a “facelift” is our daily classroom rules and procedures. To support this we will also need consistency in office documents and procedures with handling of various discipline concerns and whole school routines. Classroom rules are generally posted in most of the rooms, but very few rooms have any type of system in place if things do not go as expected. Our expectation is to begin implementing these processes this school year.		Jennifer Cash	06/08/2018
Action(s)	Created Date		0 of 5 (0%)		
1	10/2/17	Classroom teachers are provided with examples of rules, processes, and best practices for teaching procedures. Teachers are routinely given ideas for positively reinforcing these rules in a consistent manner.		Brian Hodgins, Mark Dougherty	06/08/2018
<i>Notes:</i>					
2	10/2/17	Students will be taught how to handle emotions and respect one another. They will practice effective communication and build healthy relationships as well as establish and maintain healthy and rewarding connections with individuals and groups.		Leslie Lomax	06/08/2018
<i>Notes:</i>					
3	10/2/17	ATMS rules and procedures will be stated using age appropriate language so students understand expectations and feel comfortable without feeling confined. Moreover, it is the hope that teachers feel confident and allow students to self-monitor, yet still maintain an orderly and structured learning environment. These rules and procedures will be taught the first quarter of the school year and reviewed every quarter thereafter.		All Classroom Teachers	06/08/2018
<i>Notes:</i>					
4	10/2/17	ATMS will have consistent procedures in place for students and staff in the common areas of campus. These areas include: the cafeteria, hallways, commons area, and main office.		PBIS Team	06/08/2018
<i>Notes:</i>					
5	10/2/17	Consistent documents will be used for office referrals by teachers and bus drivers.		Brian Hodgins, Julie Lindsey, Joy Vest	06/08/2018
<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>		The teachers at ATMS have dedicated time for planning which is consistently provided in order for the units of instruction to be completely aligned with standards.	Limited Development 04/17/2017			
<i>How it will look when fully met:</i>		(2017-2018 school-year) Our goal is to have active (weekly) Professional Learning Teams (PLT's) which focus on pacing guide standards, the data gleaned from assessments based on these standards, and group discussion on how to remediate students; all of which is documented. Adding to this, our goal is for 50% of the staff to be using SREB practices. To do this, teachers will be backwards planning; focusing on power standards and using fundamental technological tools like coretools.com to help with this.		Carolyne Johnson	06/08/2018	
Action(s)	Created Date		1 of 2 (50%)			
1	10/2/17	This will be heavily monitored in our weekly PLT's. Here, teachers take part in deep discussion about standards, academic ideas and processes.		Brian Hodgins, Julie Lindsey, Joy Vest, Mark Dougherty	06/08/2018	
<i>Notes:</i>						
2	10/2/17	We will be implementing SREB to half of our staff. This will push teachers to look critically at the Power Standards for each subject area. With SREB, we will take these Power Standards and focus on them through backwards design. This will pull in the other essential standards and urge us to teach only those tasks that are necessary to the fulfillment of those standards.	Complete 10/05/2017	Mark Dougherty, Cheryl Varner, Stephanie Williams	10/30/2017	
<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>		Evidence of tracking through data notebooks helps support effective instructional practices and to identify struggling students.	Limited Development 04/17/2017			

		Administration conducts walkthroughs to address instructional quality and Professional Learning Teams to share best practices. Peer observations are conducted for instructional ideas and professional development. The Multi-Tiered System of Support (MTSS) is implemented to identify students who need additional support.			
How it will look when fully met:		(2017-18 school-year) Should this objective be practiced fully, ATMS will be functioning as a group of collaborative teachers, rather than isolated individuals working towards unique goals. PLT's will be having open discussions with one another about successes and struggles, observations will be used as tools for growth, and peer-to-peer observations will be used as a vehicle for improvement. Moreover, MTSS will be a bedrock for all students, with unique differentiation occurring for all.		Wendy Curty	05/08/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/2/17	The teachers at ATMS will create differentiated (multi-tiered supports) unit plans to encompass the needs of both lower achieving students and those identified as being gifted.		Wendy Curty, Nicole Nelson	03/28/2018
<i>Notes:</i>					
2	10/2/17	We will provide data based interventions for students needing additional support. These support systems include, but are not limited to, peer tutoring, whole class remediation, and small group instruction.		Mark Dougherty	03/28/2018
<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
Initial Assessment:		The educators in our building have a strong desire for all students to be successful. However, they struggle with the changing social dynamics and adapting to those dynamics. Thus, there is a need for mutual understanding and respect.	Limited Development 04/17/2017		
How it will look when fully met:		(2017-18 school year) When this objective is fully met, the staff of ATMS will be working towards a singular goal of having all students succeed. In order to achieve this goal, professional development must be conducted along with utilizing individual student data to make decisions regarding changes in instructional practices. All this must be analyzed so that we have a clear scope of our student population and how best to serve them.		Leslie Lomax	03/28/2018
Action(s)	Created Date		1 of 3 (33%)		

1	10/2/17	1. Staff will be given information on making referrals to the school counseling office.	Complete 08/25/2017	Annette Byrd	08/25/2017
<i>Notes:</i>					
2	10/2/17	The mental health agencies which have contracted with RCSS will be shared with the staff as well as the referral process.		Leslie Lomax, Annette Byrd	03/28/2018
<i>Notes:</i>					
3	10/2/17	The 7th grade counselor, Leslie Lomax, will conduct professional development for the staff on the specific diversities prevalent among our school's population, and discuss the impact that diversity has on learning as well as teacher and student relationships.		Leslie Lomax	03/28/2018
<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>		We have some communication measures in place; however, we can do a better job of vertical communications to enable a more effective and efficient transition for our students.	Limited Development 08/03/2017		
<i>How it will look when fully met:</i>		(2017-18 school-year) For this objective to be fully met, ATMS must undergo an improved vertical teaming process; as well as open and ongoing communication with Braxton-Craven Middle School. Such communication that focuses on the transition of students is vital; especially in relation to curriculum. Moreover, by communicating with Braxton-Craven, rising 7th graders can feel comfortable at ATMs thus preparing them for success within a new school setting.		Mark Dougherty	05/01/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/2/17	ATMS can implement vertical PLT planning. Discussions during these sessions should revolve around material being used in class, and being cognizant not to re-teach material (same text). Moreover, a shared understanding of curriculum and classroom practices must be discussed as to readily prepare students for the 8th grade.		Mark Dougherty	03/28/2018
<i>Notes:</i>					
2	10/2/17	As to better prepare the transition from Braxton-Craven to ATMS, we will plan a Summer Event (yet to be named). Students, faculty, parents and stakeholders are encouraged to attend as informational booths will be established, school tours, and other pertinent information necessary for students transitioning to middle school.		Brian Hodgin, Julie Lindsey, Joy Vest, Mark Dougherty	04/22/2018
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Please see the document file that has been uploaded to the file cabinet. The following are a part of the Randolph County Schools 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/Power School 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 04/17/2017			
!	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 has a cohesive leadership team that understands their responsibility to address our school goals at all levels. Currently, agendas are created by SIT chair and administrator prior to meetings. During meetings, department representatives discuss agenda items and develop action plans to implement these improvements. Minutes are taken by recorder and shared with all staff members. Department representatives discuss SIT minutes and offer clarity during PLT meetings.	Limited Development 04/17/2017			
<i>How it will look when fully met:</i>		(2017-2018 school year) Our leadership team will continue to work as a cohesive unit presenting goals and encouraging those at all levels to strive towards meeting those goals. To do so, efforts must be made in a timely and concise manner, short term and long term action goals are initiated and followed through, minutes are kept in a thorough manner and shared with staff members accordingly in subject area PLT's.		Christy Blakely	11/03/2017	
Action(s)	Created Date		3 of 5 (60%)			
1	10/2/17	Set specific meeting days and times, set at the onset of the year.	Complete 08/28/2017	Brian Hodgins	08/28/2017	
<i>Notes:</i>						
2	10/2/17	Provide teams with an agenda prior to meetings.	Complete 08/28/2017	Christy Blakely	08/28/2017	

<i>Notes:</i>					
3	10/2/17	Create a Google Doc that allows for teachers to place ideas/thoughts/suggestions to be addressed with leadership teams.	Complete 08/28/2017	Alietha Davis	08/28/2017
<i>Notes:</i>					
4	10/2/17	Create a folder in Google Drive where teachers can upload "great ideas"/"ideas that worked" from the classroom which can be reviewed by the administrative team.		Mark Dougherty	11/03/2017
<i>Notes:</i>					
5	10/2/17	Based on these "effective" practices, leadership can/should recognize those employees who are excelling. The means of recognition is up to leadership (private/public).		Brian Hodgins, Julie Lindsey, Joy Vest	11/03/2017
<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>		*See attached file labeled Duties. All teachers are active participants in their respective Professional Learning Teams that meets at least one time per week.	Full Implementation 04/18/2017		

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>		Our administration currently reviews benchmark data, attends PLT meetings, completes required teacher observations, completes informal classroom walkthroughs and gives constructive feedback.	Limited Development 04/17/2017		
How it will look when fully met:		(2017-2018 school year) Administration will have an active hand in reviewing data and sharing its analysis with teachers. From here, actionable steps for student gain will be implemented through remediation and data tracking through common and formative assessments. Furthermore, administration will be visible in all classrooms and provide teachers with necessary focus points for improvement.		Brian Hodgins	11/23/2017

Action(s)	Created Date		0 of 3 (0%)		
1	10/1/17	Formal observations will be completed with post observation meetings held to review feedback.		Julie Lindsay, Joy Vest	06/08/2018
		<i>Notes:</i> Formal observation schedule will vary between individual staff members depending on the observation cycle for the teacher.			
2	10/1/17	Informal observation walk through document will be created by administration and shared with staff to allow regular feedback to be provided.		Julie Lindsay, Joy Vest	01/22/2018
		<i>Notes:</i>			
3	10/1/17	Common assessment data will be reviewed in PLT with administration. The information gained in the common assessment will drive remediation topics.		Mark Doougherty, Julie Lindsay, Joy Vest	12/01/2017
		<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>		Individual teachers currently maintain student data and share samples with administration throughout the school improvement planning process. Classroom observation data and common assessment data are currently discussed during Professional Learning Teams. In the future teachers can make the shift from sharing the data in PLT's to sharing this data with the School Leadership Team.	Limited Development 04/17/2017		
<i>How it will look when fully met:</i>		(2017-2018 school year) For this goal to become a reality, data must be dissected, analyzed, discussed and used as a tool for re-teaching. Data cannot simply be an end to itself, but a tool for growth and understanding the differentiated needs of students. This process, while in part must be singular, must also revolve around PLT group discussion. To truly advance, all teachers must work together and seek the betterment of the whole school.		Alietha Davis	06/01/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/2/17	This objective will be met through the assessment of rising 8th grade data (EOG/Benchmark/Schoolnet). Through this evaluative process,		Mark Dougherty, Alietha Davis	11/03/2017

		we can create subgroups. With this information, we can see general subgroup trends and suggest professional development (PD) for teachers.			
<i>Notes:</i>					
2	10/2/17	When staff is sent to professional development, they will be responsible for presenting the information they gleaned in that professional development to the staff. Individual EVAAS data and leadership recommendations will also be used to determine who shall be asked to attend specific professional development sessions.		Shannon Moser, Mark Dougherty	02/01/2018
<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
<i>Initial Assessment:</i>			See file folder C3.04 for this information.	Full Implementation 04/17/2017		

Core Function:		Dimension E - Families and Community				
Effective Practice:		Family Engagement				
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			ATMS has embraced a variety of methods to aid in parent communication. Such methods include but are not limited to, Newsletters, the popular Curriculum/Team night, etc. Upon further reflection, ATMS can dig deeper and incorporate more creative processes to communicate positive news to parents and the surrounding community.	Limited Development 04/17/2017		
<i>How it will look when fully met:</i>			(2017-2018 school year) One essential ingredient in ATMS' recipe for success is parent and community outreach. Our goal is to build and cultivate a campus where all students feel safe, cared for and are given the best educational experience possible. Involving parents in this process, whether through community, academic and sporting events; and keeping them abreast of news as it occurs is an absolute necessity and a priority this school year.		Karon Johnson	05/31/2018

Action(s)	Created Date		3 of 4 (75%)		
1	10/2/17	Administration/Staff will be more visible by greeting car riders during morning and afternoon supervision, attending school and community related events in support of our students and connecting with the community using SchoolMessenger.	Complete 08/27/2017	Brian Hodgins	08/28/2017
<i>Notes:</i>					
2	10/2/17	Teachers will communicate with parents and other stakeholders through: the Remind App, Bulldog Camp/ orientation, Team /Parent Night, PTSA meetings, Team Newsletters, and Academic Award Assemblies that offer parent invitations.	Complete 08/27/2017	Mark Dougherty	08/28/2017
<i>Notes:</i>					
3	10/2/17	Technology will be used for parent/stakeholder outreach which will include an active Twitter page and regularly updated website.	Complete 08/27/2017	Mark Dougherty	08/28/2017
<i>Notes:</i>					
4	10/2/17	Regular sporting events will be held where coaches can communicate with parents and stakeholders. These events include, but are not limited to, sports awards assemblies and seasonal coaches' meetings with parents/students regarding particular sport's rules and expectations.		Dylan Wimberley	03/28/2018
<i>Notes:</i>					



NCStar/SIP Mandatory Components

School Name: Archdale-Trinity Middle School

School Year: 2017/2018

Duty-Free Lunch

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

The administrative staff will cover the cafeteria and create a coverage plan to allow all staff members 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.

The master schedule has been built to allow equitable planning time for all staff members.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

We are improving communication with our feeder school, Braxton Craven, in order to allow a smooth transition for our students. The principal is meeting with groups of 6th grade students stating in the fall of the school year. The principal has regularly visits the campus during lunch time to get acquainted with the students. He also serves as a special guest for the Math at Work Fair, instructing groups of 6th grade students how a principal uses math every day. These opportunities give the principal a chance to get to know the students.

The Exceptional Children teachers from both schools meet in the spring to communicate the needs of the rising 7th Graders. The Guidance Counselor's from both schools meet as well to make sure Archdale-Trinity Middle School is aware of certain needs of all students.

As we help our students transition to Trinity High School and Wheatmore High School we will work with their Exceptional Children Department and Guidance Counselors in order to help meet the needs of our students. The open line of communication will allow us to relay important information to assist both schools as they help our students transition to high school. We are planning an event this spring where Trinity and Wheatmore will be on our campus to meet with the families of our 8th graders to assist in their transition to high school.

Safe School Plan for

Archdale-Trinity Middle School

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan: Brian Hodgin

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): Joy Vest, Julie Lindsey

Teachers: Mark Dougherty

All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

Teacher Assistants:

Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

Target: **Increase staff awareness and implementation of safety procedures throughout the campus**

Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:
Indicator:
Milestone Date:
In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school’s efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):
Goal: Promote a safe and orderly environment conducive to learning by maintaining a secure campus
Target: Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team
Indicator: Discipline data, attendance data, suspension data, MTSS logs
Milestone Date: Quarterly

Goal:
Target:
Indicator:
Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district’s plan to work effectively with local law enforcement and court officials:
Maintain the Sheriff's Department as a community partner as it continues to provide:

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

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

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

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

- **A separate detailed Crisis Management Plan is maintained per facility.**