



**Randleman 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:

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	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>		Randleman High School has standard operating procedures in place across all classes to ensure that certain procedures are consistent for students. Our school believes that the core of classroom management is bell-to-bell instruction. Our standard procedures include opening class with a bell ringer; posting a daily agenda, objectives, and learning targets or essential questions on the board; and providing meaningful early finisher tasks. As for staff, we work to provide consistency and quality instruction. We endeavor to fully		Limited Development 08/25/2017		

		engage students in learning, to communicate effectively with students to diffuse negative situations, and to establish organizational/procedural structures to ensure that classrooms are managed effectively to provide productive, safe learning environments.			
How it will look when fully met:		Teachers will use Randleman High School's standard operating procedures with fidelity, ensuring standards-driven, bell-to-bell instruction. Currently, procedures are in place for posting on the board, obtaining missing work, leaving class, etc., but these protocols will be followed with more fidelity in the future. Positive parent contacts will be made early in the first nine weeks of a course. Learning targets will be referred to during instruction to help students hone in on learning goals and to serve as formative assessments to check students' understanding of key content and skills being taught in the day's lesson. Key procedures and classroom management policies will be incorporated on classroom syllabi and shared in the first days of each semester to ensure student understanding of expectations. Each teacher will have a step-by-step classroom management plan that involves teacher actions, parent contacts, and administrative support.		Dennis Hamilton	05/30/2019
Action(s)	Created Date		0 of 1 (0%)		
1	9/11/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Dennis Hamilton	05/30/2019
<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
Initial Assessment:		Teachers have worked to develop common grading practices, syllabi, and pacing guides. All teachers are part of Professional Learning Teams, which meet regularly to allow for common unit and lesson planning, pacing, and the sharing of instructional strategies and methods. Currently, we require Professional Learning Team (PLT) meetings, but we need to tighten our structure and requirements and focus on staff members planning instruction together, creating		Limited Development 04/28/2017	

		formative assessments, and discussing how data can drive their instruction.			
How it will look when fully met:		Teachers will work together in their departments targeting vertical alignment and common instructional practices. Common course teachers will align their lessons, share resources, and create common formative assessments in their common course PLTs. Each set of common course teachers will work together to create a syllabus and a common pacing/concept guide. Additionally, teachers will involve the English as a Second Language teacher and Exceptional Children's teachers to adapt and differentiate content appropriately based on students' learning needs. Common course PLTs will work on strengthening their data analysis, developing or revising their data tools, and using a variety of data sources to plan their instruction.		Dennis Hamilton	05/29/2020
Action(s)	Created Date		0 of 1 (0%)		
1	9/11/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Dennis Hamilton	05/29/2020
<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
Initial Assessment:			Randleman High School has designated one of our guidance counselors, David Cornwall, as our Multi-Tiered System of Support (MTSS) point person. He works in conjunction with Jamie Horner, our Exceptional Children's Department chairperson, to head up MTSS at Randleman High School. Although we have an MTSS team in place, we acknowledge that we have much to learn and room to grow in this process. In 2016-2017, our school conducted two professional developments with all staff members on the MTSS process. These sessions were conducted by David Cornwall, guidance counselor, and Laurie Sypole, the Randolph County School System (RCSS) MTSS coordinator. We began a remediation process during the 2016-2017 school year, but acknowledge that it needs	Limited Development 04/28/2017	

		<p>continued revision and improvement to ensure that all students who need remediation beyond regular classroom instruction and intervention beyond even that level are receiving what they need to be successful. Randleman High School provides curriculum support classes, resource classes in math and English, and inclusion classes in math and English. We also provide honors, Advanced Placement, NCVPS, and community college classes within certain content areas to provide more challenging curriculum for our advanced learners. We need to focus more on using data analysis to drive our decision-making and instructional choices and continue to focus on implementing formative assessments as a tool to determine where our instruction needs to go and which students need remediation and interventions to be successful. We need to provide additional information to staff on the teachers' role in the MTSS process. Randleman High School began a process with End of Course teachers in Math I, English II, and Biology during the 2016-2017 school year. These teachers learned about common formative assessments, creating them, giving them weekly, and analyzing the data to determine those students most in need of interventions and re-teaching. This process, though successful, continues to need refinement and needs to expand to other courses.</p>			
	How it will look when fully met:	<p>At Randleman High School, 100% of end-of-course teachers will create and utilize formative assessments and benchmarks to gauge students' understanding and mastery of targeted content. Teachers in other courses also will learn about formative assessments and will utilize them to gauge student understanding and to drive their instructional choices. Professional development on types of assessments and explaining ways to use formative assessment data to target students needing remediation and/or interventions will be provided. Randleman High School will have a MTSS team in place to provide support to students and to offer recommendations to teachers for interventions to use with struggling and/or at-risk students.</p>		Jamie Horner	05/29/2020
Action(s)	Created Date		1 of 6 (17%)		
1	6/12/17	<p>English II, Math I, and Biology courses will utilize SchoolNet to create formative assessments to help them to monitor student progress and assess student mastery and learning needs. These assessments will be administered online or paper/pencil and scored online or using ScanIt software or another application. Department chairs and administration will monitor and check that these assessments are</p>		Craig Smith	05/30/2018

		occurring with fidelity. Data from assessments will be analyzed to target students needing interventions and which students must attend remediation.				
<i>Notes:</i>						
2	6/12/17	All teachers will attend professional development on formative assessments to gain a better understanding of what they are, how they can be conducted, and how to analyze them to inform instruction.	Complete 10/05/2017	Courtney Walker	10/31/2017	
<i>Notes:</i>						
3	6/12/17	Teachers will administer a benchmark each semester. The benchmark will cover key objectives and standards up to that point in the semester. Student performance will be analyzed to target skills and standards/content to review or to re-teach in remediation and to target those students requiring other interventions.		Annie Hughes	05/30/2018	
<i>Notes:</i>						
4	6/12/17	Remediation weeks will be designated on a calendar to occur during the school day. Teachers will use this time to have students work on mastering skills and content and to re-teach areas of weakness. Learning groups and topics for re-teaching will be determined based on analysis of formative assessment data. Administrators will visit classrooms to monitor the instruction occurring during remediation times.		Courtney Walker	12/14/2018	
<i>Notes:</i>						
5	9/21/17	CTE, NCFE, and elective teachers will develop formative assessments based on targeted standards or chunks of material to be used to gauge students' levels of understanding, to determine who needs remediation, and to analyze what standards need reinforcement or re-teaching.		Emily Stevenson	12/14/2018	
<i>Notes:</i>						
6	9/21/17	Randleman High School will continue to strengthen its MTSS process by building a team, having team meetings, and educating teachers on the MTSS process. The MTSS team will be available to provide recommendations for interventions to teachers and to ensure that students are receiving appropriate accommodations to ensure their learning.		David Cornwall	05/29/2020	
<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	Implementation Status	Assigned To	Target Date

		interventions when necessary.(5124)			
Initial Assessment:		Randleman High School supports students' emotional needs in a variety of ways. Freshmen Academy has been established to provide tiered support for all incoming freshmen. We have a Communities in Schools representative on campus. Backpack Pals are sent home weekly. The Olweus Anti-bullying Program is in place, and a team is being created to ensure that Randleman High School educates and informs students about recognizing and halting bullying. We have a Student Advocate representative who conference with at-risk students and the parents of students who are at-risk of not reaching graduation. Our guidance department conducts a Red Ribbon Week that educates students about the dangers of drug abuse, especially opioid abuse.	Limited Development 04/28/2017		
How it will look when fully met:		Randleman High School will maintain a network of student support personnel to see to students' emotional needs, including but not limited to guidance counselors, a Communities in Schools representative, a Career Development Coordinator, a career counselor, and a dropout prevention specialist. These individuals will provide assistance to at-risk students and those needing support both academically and emotionally. Randleman High School also will conduct anti-bullying activities with students and faculty to increase awareness of this issue. Additionally, during Red Ribbon Week, Randleman High School will provide drug awareness and prevention training to students to combat opioid and other substance abuse issues.		Jill Hays	05/29/2020
Action(s)	Created Date		0 of 1 (0%)		
1	9/11/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Jill Hays	05/30/2019
<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
Initial Assessment:		Randleman High School supports student transitions from grade-to-grade and level-to-level, but we acknowledge that we need continued growth in this area. Currently, we have a registration	Limited Development 08/30/2017		

	<p>process in place in which homeroom teachers are trained by guidance counselors to help guide students through the course selection process. Homerooms are held to provide protected time for teachers to discuss registration with students. Guidance counselors conduct grade level meetings to provide registration and course selection information to students, including rising ninth graders. Additionally, guidance counselors, administrators, the Career Development Coordinator, and the lead teacher conduct one-on-one sessions with students to review their registration forms, evaluate course selections, discuss future plans, and answer questions. The freshmen guidance counselor visits our feeder school to share information about courses and the transition to high school. Rising ninth graders conduct a tour of the high school during spring semester and see the variety of Career Technical Education courses available to them, in addition to the core academic and elective classes provided. Areas in which we need to grow include more training for teachers on the registration and course selection process, involving parents more in the registration process by holding parent information nights or academic showcase nights, communicating more with the middle school to know who the at-risk students are and who will need enrichment, utilizing data in a more purposeful manner to place students in the correct courses and the correct levels of courses, and ensuring stronger vertical planning and accountability within departments.</p>				
<p>How it will look when fully met:</p>	<p>Randleman High School will have a process in place to communicate with the middle school about rising eighth graders' registration needs. The Career Development Coordinator will work in conjunction with the ninth grade counselor to provide career development and Career Technical Education (CTE) counseling to ninth graders. Additionally, ninth graders will work on four year plans during their Career Management classes to provide them with support as they plan their high school careers. One-on-one counseling sessions will be provided during registration to students. Students will learn about CTE courses, academic courses, and elective courses via academic fairs and presentations.</p>		<p>David Cornwall</p>	<p>05/29/2020</p>	
<p>Action(s)</p>	<p>Created Date</p>	<p>0 of 1 (0%)</p>			
<p>1</p>	<p>9/11/17</p>	<p>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.</p>		<p>Stephanie Adams</p>	<p>05/30/2019</p>

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>		Randolph County School System provides support on multiple levels to ensure that our teachers maximize instruction and use their classroom time effectively. This district-level support team provides assistance on all instructional and student needs covering curricular support, student services support, and support for students with exceptionalities. The wide variety of support personnel on the LEA Support and Improvement Team are noted in the document upload for this indicator.	Full Implementation 04/28/2017		
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>		Randleman High School has an established leadership team voted on by its staff. The team holds regularly scheduled meetings in which needs and issues are addressed in a problem/solution format, data is analyzed, and representatives offer input on key decisions. At meetings, the School Improvement Plan goals are reviewed, and the team analyzes the school's progress. The School Improvement Plan is reviewed by the team, Mr. Hamilton, and county office personnel for progress monitoring purposes. Meeting notes are shared with staff via e-mail after each meeting.	Limited Development 04/28/2017		
<i>How it will look when fully met:</i>		Randleman High School will maintain a School Improvement Team voted on by its staff members. The team will work together to assess the school, create goals, and to create action steps to ensure progress toward meeting the school goals. The team will meet regularly to review staff concerns and to provide opportunities for fidelity checks about progress toward school improvement goals. The team will encourage open communication, sharing of ideas, and a solution-based format to lead the school.		Dennis Hamilton	05/29/2020
Action(s)	Created Date		0 of 1 (0%)		
1	9/11/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note		Dennis Hamilton	05/29/2020

		progress. Action Steps will be added in the future as progress toward this indicator is achieved.			
<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>		Randleman High School has established a Professional Learning Team framework of teachers meeting within common course professional learning communities once per week for forty-five minutes. Tuesdays have been protected as a Professional Learning Team meeting day. Each Professional Learning Team has been assigned an administrator or support personnel staff member as a facilitator. Professional Learning Teams complete note-taking forms documenting the planning and work done during their meetings. These note-taking forms are completed online as a Google Form for monitoring purposes.	Limited Development 04/28/2017		
<i>How it will look when fully met:</i>		Randleman High School will have a Professional Learning Team framework in place in which all common course PLTs will meet weekly. Tuesdays will be the targeted PLT meeting day. These meetings will focus on curriculum alignment, common planning, sharing instructional resources, creating common formative assessments, and data analysis. Support will be provided to ensure that this meeting time is protected.		Dennis Hamilton	05/29/2020
<i>Action(s)</i>	<i>Created Date</i>		0 of 1 (0%)		
1	9/11/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.		Courtney Walker	05/29/2020
<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

Initial Assessment:		Randleman High School administration and support staff (lead teacher and the Career Development Coordinator) conduct curriculum support visits daily. The principal conducts a morning walk-through of the building. Teachers are provided immediate feedback via curriculum clip forms. Curriculum clips allow for administration to target strengths and areas of concern, which provide input to help to determine professional development needs. Data analysis meetings are held with End-of-Course teachers. Planning block meetings are held to share professional development, provide overall staff feedback, and to check our fidelity to the school vision regarding curriculum, procedures, and staff morale.	Limited Development 04/28/2017		
How it will look when fully met:		Administration and support staff will observe student engagement in rigorous academic coursework in a minimum of 75% of classrooms when performing learning walks, and teachers will participate in go-and-see observations of colleagues' classrooms to provide constructive feedback and to gain ideas to add to their instructional, classroom management, or organizational practices.		Dennis Hamilton	05/31/2019
Action(s)	Created Date		1 of 3 (33%)		
1	6/12/17	The principal, assistant principals, lead teacher, and CDC will conduct curriculum clips based on an established rotation schedule. They will provide feedback on the Randleman High School curriculum clip form, letting teachers know instructional strengths and targets for improvement. These clips will be analyzed in administrative and support staff Professional Learning Team meetings.		Dennis Hamilton	05/31/2018
<i>Notes:</i>					
2	6/12/17	At Randleman High School, a minimum of 70% of teachers will conduct go-and-see learning walks of a colleague or another teacher within Randolph County School System. The teachers will use a go-and-see clip form that allows them to target their observation and reflect on what they are observing. Teachers will document their go-and-sees on a school Google sheet and by turning in their observation forms to the principal. Through professional development, all teachers will understand the expectations for standard operating procedures, for quality, effective instruction, and for the go-and-see process.		Dennis Hamilton	05/31/2018
<i>Notes:</i>					
3	10/18/17	The School Improvement Team will create a go-and-see form for teachers to use as they observe each other and reflect on practices	Complete 10/09/2017	Annie Hughes	09/29/2017

		seen during these classroom visits. This form will be reviewed by staff and then implemented by Randleman High School.			
<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>		Randleman High School's staff, School Improvement Team, and administration analyze EOC, NCFE, CTE, WorkKeys, ACT, and other testing data to pinpoint areas of strengths and weaknesses. They filter down to determine what needs to be altered or addressed in instruction and to determine what professional development is needed to provide staff with the tools they need to improve instruction and bolster student success. Monthly, the leadership team reviews data and monitors how the school is doing on achieving its school improvement goals. Analysis of curriculum clips helps to pinpoint professional development needs for specific teachers and departments. Student performance data on both formative and summative assessments is analyzed to determine remediation needs of students.	Limited Development 04/28/2017		
<i>How it will look when fully met:</i>		At Randleman High School, a minimum of 75% of teachers will use multiple data sources as a guide for delivering instructional content based on specifically assessed student needs.		Dennis Hamilton	05/29/2020
Action(s)	Created Date		1 of 2 (50%)		
1	6/12/17	Randleman High School will form a School Data Team to create data analysis resources for staff and to examine available data sources to determine the appropriate strategies for school-wide implementation of data-driven instruction. This team will monitor testing data, attendance data, discipline data, and other data sources.		Emily Stevenson	09/28/2018
<i>Notes:</i>					
2	6/12/17	Teachers will participate in professional development on formative assessments and how to analyze data to inform their instructional choices. Each teacher will be responsible for documenting data via CFA data analysis forms and for participating in data discussions within their Professional Learning Team groups, which will be	Complete 10/05/2017	Stephanie Adams	10/30/2017

		documented in their Professional Learning Team notes.			
<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>		The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Randolph County School System values its staff and personnel and provides a quality human resources department with procedures and protocols in place for ensuring that high quality staff member are recruited, valued, and retained.		Full Implementation 04/28/2017		

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>		Randleman High School requires that teachers maintain parent contact logs, send home quarterly interim reports, and contact parents of students at-risk of failure. Each teacher maintains a web site, communicates with parents via phone and email, and participates in freshmen Open House parent night. Randleman High School holds a series of homerooms each semester to go over policies and procedures with students and sends information home to parents. Regularly, we use SchoolMessenger to inform parents of events and as a resource to let parents know how to support their children's education. Our Freshmen Academy sends home a newsletter (Tiger Tales), providing curriculum information and important school information to keep parents informed. All parents and students have access to the PowerSchool app to allow them to review grades and student performance.		Limited Development 04/28/2017		
<i>How it will look when fully met:</i>		At Randleman High School, a minimum of 40% of parents and students will have an involvement in partnership opportunities including attendance at Parent Nights and receiving updates via			Jill Hays	05/30/2018

		SchoolMessenger and social media.			
Action(s)	Created Date		1 of 5 (20%)		
1	6/9/17	Randleman High School will hold an Open House for freshmen prior to the first day of school to serve as an orientation and to allow students and parents/guardians to meet the teachers and find out expectations for the school year. At this orientation, we will introduce Freshmen Academy, obtain parent/guardian e-mail addresses, and establish a primary contact with the households of our freshmen students.	Complete 08/22/2017	Sheila Tew	08/30/2017
		Notes:			
2	6/12/17	Weekly, Randleman High School will send home a School Messenger call to students and parents to inform them of important dates and upcoming events. These calls will be disseminated at 7:00 PM on Sunday nights.		Jamie Horner	05/31/2018
		Notes:			
3	6/12/17	Randleman High School will hold a Tiger Pride/Meet and Greet Night early in each semester for parents to meet teachers, ask questions, walk their students' schedules, etc. This event will provide an opportunity for students to be able to show their work, share what they are doing in class, and for parents to be able to meet their child's teachers and gain insight on how to best support their student's learning. During semester one, the event will take place on September 19, and during semester two, the event will take place on February 13.		Jill Hays	05/31/2018
		Notes:			
5	9/10/17	A Randleman High School teacher will create and maintain a school Twitter account to provide updates to parents about school happenings and events.		Drew Creech	05/31/2018
		Notes:			
6	10/9/17	Randleman High School will increase parent involvement in academics and building good students by recognizing students of the month. One student per department will be recognized per month for academic effort and/or growth, responsibility, and good character traits.		Anna Kelly	05/31/2018
		Notes: A parent contact home will be made by the recommending teacher and/or administration. Students will be provided a certificate. The			

names of the students of the month will be displayed on the school sign. A group photo of the students of the month will be displayed on the Randleman High School Wall of Fame and on the web site.



School: Randleman 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
Principal	Dennis Hamilton		
Assistant Principal	John Shelton		
Assistant Principal	Emily Stevenson		
Guidance Counselor	Jill Hays		
Guidance Counselor	David Cornwall		
Career Development Coordinator/CTE	Stephanie Adams		
Lead Teacher	Courtney Walker		
Media Specialist	Anna Kelly		
Classified Personnel Representative	Gwen Cox		
Art Teacher	Michelle Pinto		
Band and Theater Teacher	Drew Creech		
Biology Teacher	Tamara Holderfield		
EC Teacher	Jamie Horner		
English IV Teacher	Sarah Davis		
JROTC Teacher	Lt. Colonel Stephen Smith		
Math I Teacher	Craig Smith		
Math III and Calculus Teacher	Annie Hughes		
Physical Education Teacher	Jake Smith		
Spanish Teacher	Mitchelle Cable		
World History and Civics and Economics Teacher	Sheila Tew		

Committee Position	Typed Name	Signature	Date
Parent Representative	Leigh Burrow		



NCStar/SIP Mandatory Components

School Name: Randleman 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.

The administrative team and School Resource Officer handle cafeteria duty on a daily basis so that teachers do not have to monitor the cafeteria. Only a small group of teachers have bathroom duty on a rotating basis, and this duty is the only duty these teachers have. Randleman High School has ensured that the teachers with bathroom duty have third block planning. Third block planning is longer than the other blocks due to housing lunches. The extended time during this block allows the teachers who have bathroom duty to have both planning and lunch, even during those weeks in which they have duty because these teachers' planning blocks last 120 minutes. Even on duty weeks, these teachers are free for 95 minutes of planning/lunch per day without duty.

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.

Randleman High School teachers are provided duty-free planning daily to protect a minimum of one hour for planning per day. Often the planning provided to our teachers exceeds the minimum average of five hours of planning time per week. The only teachers who perform any type of duty at this time are those individuals who follow a rotation schedule of bathroom duty during one twenty-five minute lunch during their duty weeks. These teachers are still provided a ninety-five minute block of time to ensure that they have lunch time and planning time.

Planning Block Times:

1st Block 97 minutes

2nd Block 95 minutes

3rd Block 120 minutes (due to lunches)

4th Block 98 minutes

Transition Plan for At-Risk Students

Elementary to Middle School

X Middle School to High School

Please describe transition plan below.

Randleman High School has a guidance counselor and an assistant principal designated to work with Freshmen Academy. The freshmen guidance counselor communicates with the middle school guidance counselor and teachers to identify at-risk students who will need closer watch during the transition to high school. The freshmen guidance counselor visits the middle school to discuss the high school registration process and to offer guidance about the appropriate courses to take. Freshmen registration forms are reviewed by the eighth grade and freshmen guidance counselors to ensure that students are signed up for the appropriate courses. Freshmen are housed in a Freshmen Academy to ensure that their teachers communicate to provide the students with multi-levels of support. Any student who is designated 504, ESL, or EC is placed under the respective point person of that area, and teachers are informed of the students' needs and education plans by these individuals. Students who are at-risk without these designations are identified by Freshmen Academy teachers for in-classroom interventions. If in-classroom interventions do not work, students are referred to the MTSS team who advises on a second tier of interventions. Randleman High School also has a remediation plan in place in which remediation is afforded for two weeks per month. Teachers use this time to work with struggling students in smaller groups and to target their instructional needs to help to improve their performance in their classes.

Safe School Plan for

Randleman High School

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

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

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

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

Teacher Assistants:

Other School Staff:

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

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

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

The Randolph County School System utilizes the Multi-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.**