



**Trindale Elementary School**  
**School Improvement Plan**  
**2017-2018**

## Comprehensive Progress Report

### Mission:

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.

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 the students taking End-of-Grade (EOG) tests and End-of-Course (EOC) tests in the Randolph County School System will perform at or above "Level 3" and all subgroups of students will perform at the "Expected Growth" Level or Higher.



! = Past Due Actions

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently teachers are posting classrooms rules in the classroom. Teachers are discussing rules and consequences with students. The teachers use rewards in the classrooms (treasure box) for behavior. Students help create rules at the beginning of the year though conversations and charting what behaviors look like and sound like. Behavior management system differ from teacher to teacher, but all teachers have a form of positive rewards for good behavior. Rubric based behavior is used in a few grade levels to promote internal locus of control.	Limited Development 08/22/2017		

<b>How it will look when fully met:</b>		Teachers will have classroom behavior management systems implemented and communicates to students and parents. There will be an emphasis on an internal locus of control and self regulation when addressing behavior. Positive reinforcement will be utilized when appropriate. Individual behavior plans will be used for those students struggling with classroom behavior and in MTSS for behavior.		Todd Henderson	09/21/2020
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	10/4/17	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.		Todd Henderson	06/08/2020
<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
Initial Assessment:			Currently quarterly planning meetings with county lead teachers and instructional conversations and alignment are discussed in PLCs weekly. Areas of improvement are in EC and AIG planning with Regular Ed teachers and Formative assessments across grade levels.	Limited Development 04/24/2017		
How it will look when fully met:			During quarterly planning teachers will work with lead teacher to create an outline of standards and activities to be completed during the nine weeks. Agendas are created during PLC and quarterly planning and will be used for evidence. During weekly planning both AIG and EC teachers will work with classroom teachers to plan instruction to meet all student needs.		Whitney Aiken	06/08/2020
Action(s)	Created Date			0 of 1 (0%)		
1	10/4/17		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.		Whitney Aiken	06/08/2020
Notes:						

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
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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
<b>Initial Assessment:</b>			As it stands now, the MTSS team meets every other week to discuss those students in Tier 3. Students are discussed in PLC meetings to find strategies that can be used in the classroom. The Lead Teacher has been meeting every week with each teacher one on one to talk about data, student results, and what the data means to instruction. All teachers are using a standards tracking form to gain a big picture of what is happening with each child in regards to how well they are mastering the standards.	Limited Development 04/24/2017		
<b>How it will look when fully met:</b>			100% of students below grade level will be discussed and monitored monthly in grade level PLCs throughout the 2017-18 school year.		Becky Peele	06/08/2018
<b>Action(s)</b>	<b>Created Date</b>			<b>1 of 46 (2%)</b>		
1	5/22/17	1. Generate group strategy tracking sheets.		Complete 08/24/2017	Becky Peele	08/28/2017
<i>Notes:</i>						
2	5/22/17	2. Add additional research based interventions to utilize in PLC conversations when discussing below grade level students.			Becky Peele	06/08/2018
<i>Notes:</i> Updated in September						
3	5/22/17	5. Kindergarten will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.			Becky Peele	06/08/2018
<i>Notes:</i> September - Completed						
4	5/22/17	4. Students not making growth on strategies developed in PLCs will be referred to the Problem Solving Team (PST) or Tier 3 for additional support.			Becky Peele	06/08/2018
<i>Notes:</i> No students referred to Tier 3 in September						
5	9/5/17	3. Kindergarten will collect and examine data from formal and informal assessments.			Becky Peele	06/08/2018
<i>Notes:</i> September - Completed						
6	9/5/17	3. First Grade will collect and examine data from formal and informal assessments.			Becky Peele	06/08/2018
<i>Notes:</i> September - Completed						
7	9/5/17	3. Second grade will collect and examine data from formal and			Becky Peele	06/08/2018

		informal assessments.			
<i>Notes:</i> September - Completed					
8	9/5/17	3. Third grade will collect and examine data from formal and informal assessments.		Becky Peele	06/08/2107
<i>Notes:</i> September - Completed					
9	9/5/17	3. Fourth grade will collect and examine data from formal and informal assessments.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
10	9/5/17	3. Fifth grade will collect and examine data from formal and informal assessments.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
11	9/5/17	5. First grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
12	9/5/17	5. Second grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
13	9/5/17	5. Third grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
14	9/5/17	5. Fourth grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
15	9/5/17	5. Fifth grade will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					

16	9/5/17	6. Kindergarten will identify group applicable strategies for students during weekly PLCs.		Becky Peele	06/08/2018
Notes: September - Completed					
17	9/5/17	6. First grade will identify group applicable strategies for students during weekly PLCs.		Becky Peele	06/08/2018
Notes: September - Completed					
18	9/5/17	6. Second grade will identify group applicable strategies for students during weekly PLCs.		Becky Peele	06/08/2018
Notes: September - Completed					
19	9/5/17	6. Third grade will identify group applicable strategies for students during weekly PLCs.		Becky Peele	06/08/2018
Notes: September - Completed					
20	9/5/17	6. Fourth grade will identify group applicable strategies for students during weekly PLCs.		Becky Peele	06/08/2018
Notes: September - Completed					
21	9/5/17	6. Fifth grade will identify group applicable strategies for students during weekly PLCs.		Becky Peele	06/08/2018
Notes: September - Completed					
22	9/5/17	7. Kindergarten will implement strategies identified in PLCs in the classroom.		Becky Peele	06/08/2018
Notes: September - Completed					
23	9/5/17	7. First grade will implement strategies identified in PLCs in the classroom.		Becky Peele	06/08/2018
Notes: September - Completed					
24	9/5/17	7. Second grade will implement strategies identified in PLCs in the classroom.		Becky Peele	06/08/2018
Notes: September - Completed					
25	9/5/17	7. Third grade will implement strategies identified in PLCs in the classroom.		Becky Peele	06/08/2018
Notes: September - Completed					
26	9/5/17	7. Fourth grade will implement strategies identified in PLCs in the classroom.		Becky Peele	06/08/2018
Notes: September - Completed					
27	9/5/17	7. Fifth grade will implement strategies identified in PLCs in the		Becky Peele	06/08/2018

		classroom.			
<i>Notes:</i> September - Completed					
<b>28</b>	9/5/17	7. PreK grade will implement strategies identified in PLCs in the classroom.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
<b>29</b>	9/5/17	6. PreK grade will identify group applicable strategies for students during weekly PLCs.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
<b>30</b>	9/5/17	5. PreK will identify students below grade level through the use of mCLASS, benchmarks, weekly assessments, standard spreadsheets, NC Check-ins, BOG, K-2 math assessments, previous year EOG results, or i-Ready.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
<b>31</b>	9/5/17	3. PreK will collect and examine data from formal and informal assessments.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
<b>32</b>	9/5/17	8. Kindergarten will revisit and monitor progress of students' interventions within two weeks.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
<b>33</b>	9/5/17	8. Prek will revisit and monitor progress of students' interventions within two weeks.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
<b>34</b>	9/5/17	8. First grade will revisit and monitor progress of students' interventions within two weeks.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
<b>35</b>	9/5/17	8. Second grade will revisit and monitor progress of students' interventions within two weeks.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
<b>36</b>	9/5/17	8. Third grade will revisit and monitor progress of students' interventions within two weeks.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					
<b>37</b>	9/5/17	8. Fourth grade will revisit and monitor progress of students' interventions within two weeks.		Becky Peele	06/08/2018
<i>Notes:</i> September - Completed					

38	9/5/17	8. Fifth grade will revisit and monitor progress of students' interventions within two weeks.		Becky Peele	06/08/2018	
Notes: September - Completed						
39	9/5/17	9. PreK will maintain classroom data notebooks.		Becky Peele	06/08/2018	
Notes: September - Completed						
40	9/5/17	9. Kindergarten will maintain classroom data notebooks.		Becky Peele	06/08/2018	
Notes: September - Completed						
41	9/5/17	9. First grade will maintain classroom data notebooks.		Becky Peele	06/08/2018	
Notes:						
42	9/5/17	9. Second grade will maintain classroom data notebooks.		Becky Peele	06/08/2018	
Notes: September - Completed						
43	9/5/17	9. Third grade will maintain classroom data notebooks.		Becky Peele	06/08/2018	
Notes: September - Completed						
44	9/5/17	9. Fourth grade will maintain classroom data notebooks.		Becky Peele	06/08/2018	
Notes: September - Completed						
45	9/5/17	9. Fifth grade will maintain classroom data notebooks.		Becky Peele	06/08/2018	
Notes: September - Completed						
46	9/5/17	10. Maintain grade level data notebooks in PLCs.		Becky Peele	06/08/2018	
Notes:						
	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:			Classroom teachers spend the beginning of the year developing a classroom culture, but tend to not address it during the year. There are tools available to be implemented in the classroom. Teachers address situations as they arise.	Limited Development 04/24/2017		
How it will look when fully met:			Teachers will conduct weekly classroom meetings focusing on socio-emotional needs. All certified staff will make monthly, positive contacts home. School counselor will conduct small groups with students referred by teachers. Counselor will also meet with students individually with students as needed. Evidence will be communication log, lessons plans, and master schedule.		Becky Peele	06/05/2020
Action(s)		Created Date		0 of 1 (0%)		
1		10/4/17	Our School Improvement Team is currently in the process of		Whitney Aiken	06/05/2020



		reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved.				
Notes:						
	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:			PreK - In order to assist our PreK students during the year, students attend specials throughout the school year, eat in the cafeteria with other grade levels, participate in school activities, and attend meetings during the year, 5 in total, to discuss transition to kindergarten, Students are given packets to work on over the summer from each school they will attend. 2nd - 3rd - Students are invited to attend a school wide transition night where parents visit the next year classroom to learn the expectations. 5th - 6th - Block scheduling is used in 4th and 5th grade that allow students to become used to changing classes. Students take a 2 hour field trip to visit the middle school, guidance lessons focus on middle school schedule, middle school principal visits 5th grade classrooms, and the band director comes to school to meet with students.	Limited Development 08/22/2017		
How it will look when fully met:			Teachers in all grade levels will pair with a fellow teacher in the grade below to conduct several classroom meetings that discuss expectations and curriculum for the next grade level. Fifth grade will continue to visit the middle school as well as having the middle school principal visit our school. Pre-K and third will continue to implement current efforts regarding transitions.		Becky Peele	06/05/2020
Action(s)	Created Date			0 of 1 (0%)		
1	10/4/17	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.			Whitney Aiken	06/05/2020
Notes:						

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

<b>Initial Assessment:</b>			LEA evidence	Full Implementation 04/24/2017		
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			The Leadership Team has not met twice a month on a regular basis. There have been months where we met once or not at all.	Limited Development 04/24/2017		
<b>How it will look when fully met:</b>			The leadership team will have at least two meetings a month which will be either leadership, MTSS, or administrative meetings. The team will have grade level representation, a media specialist, lead teacher, teacher assistant representative, and multiple parent representatives.		<b>Todd Henderson</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>4 of 5 (80%)</b>		
<b>1</b>	9/6/17		1. The master calendar will reflect at least two leadership meetings each month	Complete 08/28/2017	Todd Henderson	09/11/2017
<i>Notes:</i>						
<b>2</b>	9/6/17		2. The master calendar will reflect two monthly meetings during the 2017-18 school year.	Complete 08/25/2017	Todd Henderson	09/11/2017
<i>Notes:</i>						
<b>3</b>	9/6/17		3. Leadership will be voted on by the staff with a rep for K/1, 2/3, 4/5, special teachers (EC & BEPs), and teacher assistants.	Complete 08/08/2017	Todd Henderson	08/16/2017
<i>Notes:</i>						
<b>4</b>	9/6/17		4. Two parents will be add to the leadership team for a family and community perspective.	Complete 08/08/2017	Todd Henderson	08/16/2017
<i>Notes:</i>						
<b>5</b>	9/6/17		5. Leadership team or MTSS will meet twice a month to discuss student data, school improvement activities, or school based issues.		Todd Henderson	06/08/2018
<i>Notes:</i> Sept 2017 - completed						

<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Distributed leadership and collaboration</b>			
	<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>		Teachers have a protected PLC time each week and afternoon planning for 2 hours each Tuesday. Currently the school requests a waiver for duty free lunch.	Limited Development 04/24/2017		
<b>How it will look when fully met:</b>		The master schedule will continue to reflect a protected two hour planning each Tuesday, a 45 minute planning during the school day, and all certified, K-5 teachers have no afternoon duties.		<b>Todd Henderson</b>	<b>06/05/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	10/4/17	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.		Whitney Aiken	06/05/2020
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Walk through forms are in place but have not been used the second semester. Administration is in the classrooms on a regular basis, but no feedback is given. Lesson plans have been reviewed and comments are made on lesson plans.	Limited Development 04/24/2017		
<b>How it will look when fully met:</b>		Principal will create a digital, walk-through form to give immediate feedback to teachers. Lessons plans are reviewed, with comments weekly.		<b>Todd Henderson</b>	<b>06/05/2020</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
1	10/4/17	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.		Whitney Aiken	06/05/2020
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			

	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
<b>Initial Assessment:</b>			Data is used to determine school improvement. The data that has been used to determine needs and areas of improvement are classroom data, Common Formative Assessments, Benchmark assessments, iReady diagnostics, mClass reading assessments, writing prompts, and standards tracking of classroom work. These areas are then addressed in small group and remediation.	Limited Development 04/24/2017		
<b>How it will look when fully met:</b>			Increase reading proficiency in grades K-5 by 5% according to 16-17 EOG composite reading scores and mCLASS data by June 2018.		<b>Whitney Aiken</b>	<b>06/08/2018</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>4 of 21 (19%)</b>		
1	9/5/17	1. Kindergarten will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.			Whitney Aiken	06/08/2018
<i>Notes:</i> Sept 2017 - completed						
2	9/5/17	1. First grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.			Whitney Aiken	06/08/2018
<i>Notes:</i> September - completed						
3	9/5/17	1. Second grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.			Whitney Aiken	06/08/2018
<i>Notes:</i> Sept 2017 - completed						
4	9/5/17	1. Third grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.			Whitney Aiken	06/08/2018
<i>Notes:</i> Sept 2017 - completed						
5	9/5/17	1. Fourth grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.			Whitney Aiken	06/08/2018
<i>Notes:</i> Sept 2017 - completed						
6	9/5/17	1. Fifth grade will utilize iReady reading weekly, with monthly pass rate averages meeting or exceeding grade expectations.			Whitney Aiken	06/08/2018
<i>Notes:</i> Sept 2017 - completed						
7	9/5/17	2. Kindergarten will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.			Whitney Aiken	06/08/2018
<i>Notes:</i> Not 100% for September - Getting started with limited data						
8	9/5/17	2. First grade will identify, implement strategies for, and monitor			Whitney Aiken	06/08/2018

		progress of 100% of students who are below grade level in specific reading standards during PLCs.			
<i>Notes:</i> Not 100% for September - Getting started with limited data					
9	9/5/17	2. Second grade will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.		Whitney Aiken	06/08/2018
<i>Notes:</i> Not 100% for September - Getting started with limited data					
10	9/5/17	2. Third grade will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.		Whitney Aiken	06/08/2018
<i>Notes:</i> Not 100% for September - Getting started with limited data					
11	9/5/17	2. Fourth grade will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.		Whitney Aiken	06/08/2018
<i>Notes:</i> Not 100% for September - Getting started with limited data					
12	9/5/17	2. Fifth grade will identify, implement strategies for, and monitor progress of 100% of students who are below grade level in specific reading standards during PLCs.		Whitney Aiken	06/08/2018
<i>Notes:</i> September - Completed					
13	9/5/17	3. Train all K-2 grade Teacher Assistants to use Leveled Literacy Interventions (LLI) with students in small groups.	Complete 09/28/2017	Judi Cagle	10/01/2017
<i>Notes:</i>					
14	9/5/17	4. Kindergarten will implement LLI program in K-2 using Teacher Assistants.		Whitney Aiken	06/08/2018
<i>Notes:</i> Trained Teacher Assistants in September					
15	9/5/17	4. First grade will implement LLI program in K-2 using Teacher Assistants.		Whitney Aiken	06/08/2018
<i>Notes:</i> Trained Teacher Assistants in September					
16	9/5/17	4. Second grade will implement LLI program in K-2 using Teacher Assistants.		Whitney Aiken	06/08/2018
<i>Notes:</i> Trained Teacher Assistants in September					
17	9/5/17	4. Third grade will implement LLI program using Reading Specialist.		Whitney Aiken	06/08/2018
<i>Notes:</i> September - Title I funds have not been released by the state of North Carolina. Will purchase as soon as money is available.					
18	9/5/17	5. Purchase LLI kit for 3rd grade reading specialist to use with small	Complete 10/23/2017	Tabitha bentley	11/01/2017

		group intervention.			
<i>Notes:</i>					
19	9/5/17	6. Purchase additional guided reading books for levels A-J.		Tabitha Bentley	11/01/2017
<i>Notes:</i>					
20	9/5/17	7. Hire additional .5 reading specialist to work with at-risks students thus allowing full time reading specialist to focus additional time on 3rd - 5th grade.	Complete 10/11/2017	Todd Henderson	10/20/2017
<i>Notes:</i>					
21	9/5/17	8. Schedule PD with district reading lead teacher to support reading strategies.	Complete 08/28/2017	Whitney Aiken	10/01/2017
<i>Notes:</i>					

<b>Core Function:</b>			<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>			<b>Talent recruitment and retention</b>			
	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>			LEA Evidence	Full Implementation 04/24/2017		

<b>Core Function:</b>			<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>			<b>Family Engagement</b>			
		E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			PreK currently has communication logs. There is no school wide standard for keeping up with communication. Each teacher handles this differently.	Limited Development 06/09/2017		
<i>How it will look when fully met:</i>			All teachers will have a communication log kept throughout the year. Teachers will be required to make two positive communications quarterly to parents. Team member will monitor teachers logs quarterly.		Sophie Thompson	06/08/2019
<i>Action(s)</i>	<i>Created Date</i>			1 of 3 (33%)		
1	10/4/17		All classroom teachers will have a communication log in their classroom to document communications with parents via phone, email, face to face, and conferences.	Complete 09/07/2017	Sophie Thompson	09/07/2017

Notes:						
2	10/4/17	Certified non classroom teachers will document 4 parent contacts each month and document on a shared spreadsheet.			Todd Henderson	06/08/2018
Notes:						
3	10/4/17	Student report cards will have comments on them from at least one teacher.			Todd Henderson	06/08/2019
Notes:						
	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
Initial Assessment:			Currently communication goes home to parents via newsletters, weekly phone calls, and parent nights, there is a need to reach out to parents for more communication about curriculum.	Limited Development 04/24/2017		
How it will look when fully met:			Teachers will send home weekly classroom newsletters, Remind101 announcements, data notebooks and increase usage of Parent Portal in Gradebook. Four Title I nights will be conducted throughout the year to inform parents about grade level curriculum and instruction.		Whitney Aiken	06/05/2020
Action(s)	Created Date			0 of 1 (0%)		
1	10/4/17	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.			Whitney Aiken	06/05/2020
Notes:						
		E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers currently communicate with parents after the first quarter and then on an as need basis there after. Interaction is face to face and over the phone.	Limited Development 05/08/2017		
How it will look when fully met:			100% of classroom teachers will make positive communication with each child in their classroom at least twice by the end of Feb. 2018.		Amy Henderson	02/28/2018
Action(s)	Created Date			1 of 16 (6%)		
1	5/8/17	1. All teachers will have a communication log to track		Complete 09/08/2017	Sophie Thompson	09/08/2017

		communication.			
<i>Notes:</i>					
<b>2</b>	5/8/17	2. PreK teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.		Kim Morgan	11/30/2017
<i>Notes:</i>					
<b>3</b>	5/8/17	2. Third grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.		Sophie Thompson	11/30/2017
<i>Notes:</i>					
<b>4</b>	5/8/17	3. PreK teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.		Kim Morgan	02/28/2018
<i>Notes:</i>					
<b>5</b>	5/8/17	3. Third grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.		Sophie Thompson	02/28/2018
<i>Notes:</i>					
<b>6</b>	6/9/17	4. Every certified non classroom teacher will make 4 positive parent contacts monthly from September to May.		Amy Henderson	06/08/2018
<i>Notes:</i>					
<b>7</b>	9/5/17	2. Kindergarten teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.		Kim Morgan	11/30/2017
<i>Notes:</i>					
<b>8</b>	9/5/17	2. First grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.		Kim Morgan	11/30/2017
<i>Notes:</i>					
<b>9</b>	9/5/17	2. Second grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.		Kim Morgan	11/30/2017
<i>Notes:</i>					
<b>10</b>	9/5/17	2. Fourth grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.		Sophie Thompson	11/30/2017



<i>Notes:</i>					
<b>11</b>	9/5/17	2. Fifth grade teachers will have a formal conversation (face to face or by phone) regarding data on the child's progress by the end of November 2017.		Sophie Thompson	11/30/2017
<i>Notes:</i>					
<b>12</b>	9/5/17	3. Kindergarten teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.		Kim Morgan	02/28/2018
<i>Notes:</i>					
<b>13</b>	9/5/17	3. First grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.		Kim Morgan	02/28/2018
<i>Notes:</i>					
<b>14</b>	9/5/17	3. Second grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.		Kim Morgan	02/28/2018
<i>Notes:</i>					
<b>15</b>	9/5/17	3. Fourth grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.		Sophie Thompson	02/28/2018
<i>Notes:</i>					
<b>16</b>	9/5/17	3. Fifth grade teachers will have a second formal conversation (face to face or by phone) regarding data on the child's progress by the end of February 2018.		Sophie Thompson	02/28/2018
<i>Notes:</i>					





## NCStar/SIP Mandatory Components

School Name: Trindale Elementary

School Year: 2017-18

### Duty-Free Lunch

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

Leadership team decided that they would rather utilize teacher assistants in the classroom instead of monitoring the lunch room.

### 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.

Teachers have 5 days a week during elective times to plan with team and attend PLCs once a week. Teachers are also given every Tuesday afternoon from 3:00-4:30 to team plan and plan vertically and with special teachers.

### Transition Plan for At-Risk Students

☒ Elementary to Middle School

☐ Middle School to High School

Please describe transition plan below.

PreK - In order to assist our PreK students during the year, students attend specials throughout the school year, eat in the cafeteria with other grade levels, participate in school activities, and attend meetings during the year, 5 in total, to discuss transition to kindergarten, Students are given packets to work on over the summer from each school they will attend.

2nd - 3rd - Students are invited to attend a school wide transition night where parents visit the next year classroom to learn the expectations.

5th - 6th - Block scheduling is used in 4th and 5th grade that allow students to become used to changing classes. Students take a 2 hour field trip to visit the middle school, guidance lessons focus

on middle school schedule, middle school principal visits 5th grade classrooms, and the band director comes to school to meet with students.

## Safe School Plan for

### Trindale 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).**

<p>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:</p> <p><b>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.</b></p>
<p>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:</p> <p><b>Short-Term (less than 15 days):</b>  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.</p> <p><b>Short-Term (minimum of 15 days):</b>  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.</p> <p><b>Long-Term Suspended:</b>  Schools will follow the Randolph County School System Alternative Education Options procedures.</p>
<p>In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. <i>(Copy as needed depending upon the number of goals.)</i></p>
Goal: <b>Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus</b>
Target: <b>Increase staff awareness and implementation of safety procedures throughout the campus</b>
Indicator: <b>Rosters of staff trainings; safety drill logs; visitor logs</b>
Milestone Date: <b>Quarterly</b>
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: <b>Promote a safe and orderly environment conducive to learning by maintaining a secure campus</b>				
Target: <b>Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team</b>				
Indicator: <b>Discipline data, attendance data, suspension data, MTSS logs</b>				
Milestone Date: <b>Quarterly</b>				
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:				
<b>Maintain the Sheriff's Department as a community partner as it continues to provide:</b> <ul style="list-style-type: none"> <li>• <b>one SRO's (School Resource Officers) at each of the six traditional high schools</b></li> <li>• <b>one SRO (School Resource Officer) for each of the six middle schools</b></li> <li>• <b>one SRO (School Resource Officer) for the one sixth grade school</b></li> <li>• <b>two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School</b></li> <li>• <b>one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools</b></li> <li>• <b>two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools</b></li> </ul>				
<b>Maintain established protocol for communication and collaboration with community agencies that provide support to students.</b>				
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:				
<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>District and school level safety meetings will be held quarterly to provide information updates and training.</b></li> <li>• <b>A separate detailed Crisis Management Plan is maintained per facility.</b></li> </ul>				