



Level Cross Elementary School
School Improvement Plan
2018-2019

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.

Vision:

Goals:

By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” Level or higher.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We are currently a Positive Based Interventions and Supports (PBIS) school. Level Cross has a reward system in place for positive student behavior. There is a behavior expectation matrix that is set-up for every area of the school. Teachers work with students throughout the year to set these expectations for behavior through lessons and reinforcement of expectations. Students can earn a Pride Award for individual displays of behavior that exhibit PRIDE (prepared, respectful, involved, dependable, and engaged), and classes are given a paw print when the entire class goes beyond behavioral expectations. Each morning the students recite our PRIDE motto during morning announcements to reinforce expectations. Teachers also create discipline plans and	Limited Development 09/08/2017		

	provide this information to parents. Class Dojo is a computer based behavior management system used in many classrooms at Level Cross, where students are rewarded points for positive behavior and are able to use those points collected for positive rewards. We are currently working on strengthening implementation of OLWEUS and Second Step lessons that teach positive behavior.			
How it will look when fully met:	Rules and discipline plans will be created by each teacher and shared with students and parents. PBIS lesson plans will be taught and documented in lesson plans during the first month of school. OLWEUS lessons will be taught at the beginning of the school year and reviewed each quarter with students. Teachers will complete class meetings with their class once a week during a designated time noted in lesson plans and documented on monthly log.		Gloria Cheek	06/01/2019
Actions		5 of 8 (62%)		
9/10/17	Provide Olweus training to staff.	Complete 08/29/2017	Gloria Cheek	08/29/2017
	<i>Notes:</i> Olweus team provided staff training on 8/29/17. The Olweus team consists of : Gloria Cheek, Cindy Walker, Natalie Harris, Lynn Stewart, and Debbie Beeson.			
9/8/17	Teach beginning of year PBIS lessons.	Complete 09/26/2017	Debbie Beeson	09/29/2017
	<i>Notes:</i>			
9/8/17	Display classroom rules and turn in discipline plans to administration.	Complete 10/31/2017	Angela Harris	10/31/2017
	<i>Notes:</i>			
9/10/17	Teachers will complete an Olweus Log of lessons taught each month and turn in to Angela Harris (Assistant Principal).	Complete 05/31/2018	Angela Harris	05/31/2018
	<i>Notes:</i> This will be done annually.			
9/8/17	Implement class meetings/Second Step each week during a designated time determined by teacher.	Complete 06/08/2018	Gloria Cheek	06/08/2018
	<i>Notes:</i> Logs will be checked at the end of each month for completion.			
6/26/18	Two students will be chosen as "Citizen of the Month" that exhibit the character traits for that month and will participate in a special activity.		Cindy Walker	06/10/2019
	<i>Notes:</i>			
6/26/18	PRIDE award winners will be chosen every day. On Fridays, 3 student names will be drawn (from the bus, regular PRIDE award, and car rider gym behavior) to receive a "golden ticket".		Gloria Cheek	06/10/2019
	<i>Notes:</i>			
6/26/18	The golden ticket winners will receive a special prize.		Gloria Cheek	06/10/2019

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Level Cross Elementary has Professional Learning Communities developed for its departments. The instructional teams consist of grade level teams which meet six times per month for a total of 240 minutes (4 hours) with administrators and the lead teacher. Also, instructional teams meet on data days for 90 minutes (1.5 hours) three times a year to discuss reading, NC Check Ins, and other benchmark data. Also, instructional teams participate in planning days where they collaborate to create plans for the following quarter. During these meetings an agenda is kept and minutes are documented. Teachers collaborate and examine their efforts in the classroom to see what effect they are having on student achievement and learning. They assess how students are performing, where did students struggle, and what can be done differently to meet the needs of our students. They discuss students at risk in academic, behavioral, and in attendance areas. The Custodial, Office, and Basic Education Plan departments also meet at least once a month to discuss issues and problem solve to make their areas stronger. All departments use an agenda to lead their meetings.	Full Implementation 09/11/2018		
	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>			In Professional Learning Teams (PLT), teachers meet 3 times a week (for 45 minutes) and once a quarter (for an entire day) to plan instruction. We have worked to align lesson plans to the standards by collaborating with lead teachers from the central office. Our focus has been primarily reading and math with many science and social studies topics integrated into the other areas. Much work has been done to ensure that all lessons are engaging, student-centered, and require higher level thinking skills. This work has resulted in some units being created around themes or standards. However, full units of instruction for each subject and grade level have not been achieved.	Limited Development 05/03/2017		

How it will look when fully met:	During PLT's and curriculum planning days, each core subject will have a set of lessons aligned to each standard within that subject to create a unit of instruction. Lessons will also include integration of Science and Social Studies topics within Math and ELA. Each unit will be sequentially ordered to meet the needs of students and successfully teach the standards.		Shelly Harris	10/31/2018
Actions		7 of 12 (58%)		
9/12/17	Quarter two planning day for K-5.	Complete 10/31/2017	Shelly Harris	10/31/2017
	Notes:			
9/12/17	Create Science units of instruction for Quarter two in google doc.	Complete 10/31/2017	Shelly Harris	10/31/2017
	Notes:			
9/12/17	Create Science units of instruction for Quarter three in google doc.	Complete 01/31/2018	Shelly Harris	01/31/2018
	Notes:			
9/12/17	Quarter three planning day K-5.	Complete 01/31/2018	Shelly Harris	01/31/2018
	Notes:			
9/12/17	Quarter four planning day K-5.	Complete 03/29/2018	Shelly Harris	03/30/2018
	Notes:			
9/12/17	Create Science units of instruction for Quarter four in google doc.	Complete 03/29/2018	Shelly Harris	03/30/2018
	Notes:			
9/29/17	Teachers will attend staff development on newly adopted standards.	Complete 06/01/2018	Shelly Harris	04/10/2018
	Notes:			
9/17/18	Classroom teachers will attend PLC's using new procedure (6 times a month for 40 minutes)		Shelly Harris	06/07/2019
	Notes:			
9/17/18	Classroom teachers will create Common Formative Assessments for core subjects		Shelly Harris	06/07/2019
	Notes:			
9/17/18	Teachers will participate in "Just in Time" professional development modules.		Shelly Harris	06/07/2019
	Notes:			
9/17/18	Teachers will participate in professional development and/or planning on mandated teacher workdays. (August 20, September 24, January 23, and a date at the end of the third quarter).		Shelly Harris	06/07/2019

Notes:

9/25/18 Lesson plans will be uploaded into a Google drive folder

Cindy Walker

06/12/2019

Notes:

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
Initial Assessment:			At Level Cross PLT's discuss strategies and interventions implemented by the teacher within the classroom. Teachers discuss a student's progress in the regular education classroom, including the performance of students with additional supports in the classroom (small group differentiated instruction, behavior plans, etc.). If the expected level of progress in a targeted skill is not met after a minimum of at least four progress monitoring data points, the teacher notifies the Multi-Tiered Support System (MTSS) Problem Solving team to further discuss new strategies and interventions, while continuing to monitor progress. The MTSS Problem Solving Team meets monthly or on an as needed basis from 30 to 90 minutes for student discussions. At these meetings, the team, composed of teachers across grade levels, discusses the instruction, curriculum, environment, and relevant factors of the individual student, as well as the progress of a student in the area(s) of concern, based on progress monitoring data. The team determines whether the current interventions should be continued, intensified, (frequency and/or duration) or modified. After a minimum of at least four progress monitoring data points, the team may meet to discuss the level of progress made by the student, based on the student's rate of progress. If, after a minimum of 12 progress monitoring data points, the data indicates the student is making no progress on individualized and intensified strategies, the team's discussion may deem appropriate a referral for special education. During this process of a special education referral, targeted tiered strategies and progress monitoring data are continued and collected for further review and discussion.	Limited Development 06/05/2017		
How it will look when fully met:			Through training, we plan to change the mindset of all certified staff so that they understand the importance of tiered instruction and clear up misconceptions. Our work should serve to strengthen the core as we are not at 80% proficient in most areas. By dividing the team into two smaller groups, MTSS members will be able to focus on students and enable them to spend more time diagnosing the deficits, deciding on an		Heather Troyer	06/08/2020

			appropriate intervention, and employing strategies that are based on evidence of effectiveness. Fidelity of progress monitoring will be a critical piece of data needed to determine effectiveness.			
Actions				7 of 9 (78%)		
	6/13/17	Split MTSS into two teams (K, 2, and 4) and (1, 3, and 5).		Complete 09/19/2017	Gloria Cheek	09/29/2017
<i>Notes:</i>						
	6/13/17	Teachers will turn in progress monitoring calendars/plans after the Beginning of Year (BOY) window.		Complete 09/29/2017	Shelly Harris	09/29/2017
<i>Notes:</i>						
	6/13/17	Wendy Myers and Jordyn Bridger will offer a staff development session on progress monitoring/charting data, ICEL (instruction, curriculum, environment, learner), and ideas for intervention.		Complete 10/03/2017	Heather Troyer	10/27/2017
<i>Notes:</i>						
	6/13/17	Teachers will turn in progress monitoring calendars/plans after the Mid of Year (MOY) window.		Complete 02/02/2018	Shelly Harris	02/02/2018
<i>Notes:</i>						
	6/13/17	MTSS Problem Solving Team coaches (Wendy Myers and Mollee Stout) will attend county MTSS trainings.		Complete 06/08/2018	Shelly Harris	06/08/2018
<i>Notes:</i>						
	6/13/17	Teachers will turn in monthly progress monitoring reports from MClass (PM Class Report).		Complete 06/08/2018	Shelly Harris	06/08/2018
<i>Notes:</i>						
	6/13/17	PLT teams will discuss MClass/reading data at least once a month.		Complete 06/08/2018	Shelly Harris	06/08/2019
<i>Notes:</i>						
	6/13/17	Create and maintain a bank of interventions for PLT teams and MTSS teams to use as a resource.			Gloria Cheek	06/08/2020
<i>Notes:</i>						
	9/29/17	PLT teams will meet to discuss students that they are worried about and discuss interventions in order to address their specific needs prior to recommending students for MTSS.			Shelly Harris	06/08/2020
<i>Notes:</i>						
		A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>Level Cross Elementary promotes social/emotional competency in school rituals and routines. Every morning the principal or designee makes morning announcements over the paging system. The announcements follow a set pattern each day including the date, time, menu, birthdays, character words, student pledge for "PRIDE", the Pledge of Allegiance, etc. At the end of every quarter awards are given out to students. Kindergarten through second grade students may receive a character award, Basic Education Plan award, perfect attendance, and a "Lion's" award. Third through fifth grade students have the opportunity to receive perfect attendance, an academic award, and a "Lion's " award. Every quarter students that have perfect attendance are eligible for a drawing to receive a reward.</p> <p>School behavior expectations are part of our Positive Behavior and Intervention Supports System Matrix and are posted in the necessary area of the school-hallway, bathroom, playground, cafeteria, and bus. Each classroom develops and post classroom rules and reviews behavior expectations and consequences. The rules and consequences are shared with parents as well. Students that ride the bus receive a behavior contract outlining the behavior expectations and students and parents sign the contract. Teachers spend the first week of school reviewing expectations for all areas of the classroom such as: carpet time expectations, collaborative learning methods (turn and talk), centers/stations procedures, hallway expectations, cafeteria expectations, and bathroom expectations.</p> <p>Teachers also teach "Second Step" and Olweus Bullying lessons and document the amount of time spent on the lessons on a spreadsheet.</p> <p>The lead teacher and grade levels develop the master schedule each year ensuring the proper amount of instruction time and non-instructional time is allowed for each subject area and the common time it is taught by each grade level. Each classroom teacher creates a classroom schedule being within the perimeters of the master schedule and shares them with students and administration. For example: first grade math time could be 8:00-9:30 but within that common math time it may look like this: 8:00-8:10-number talks, 8:10-8:30-whole group lesson, 8:30-9:30-stations and CGI. Classroom schedules may look identical or teachers have the latitude to change the order as long as they adhere to the master schedule.</p> <p>The School Improvement Team meets twice a month to assess, create actions, and to monitor progress of the School Improvement Plan. An</p>	<p>Full Implementation 09/11/2018</p>		
-----------------------------------	---	---	--	--

			agenda and minutes are completed for each meeting.			
	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:			Level Cross Elementary currently utilizes Second Step Program through class meetings, Save One Student (SOS) mentor program, Olweus Bullying Prevention Program and Positive Behavior Interventions Support (PBIS) strategies. These programs teach students how to behave appropriately in certain situations. Student needs are also met through backpack pals, the clothes closet, and funds for assistance. Guidance classroom lessons are presented as well as group counseling sessions and individual counseling sessions. We need to provide professional development in the area of de-escalation and problem behaviors.	Limited Development 06/05/2017		
How it will look when fully met:			Teachers will teach the Second Step Curriculum or Olweus Bullying Strategies to support students' behavior needs and log lessons taught. Teachers will be provided Olweus and PBIS training for strategies to prevent behavior problems. Student needs are also met through backpack pals, the clothes closet, and funds for assistance. The Guidance Counselor supports students in various ways such as: teach all students appropriate behavior strategies, provide small group counseling sessions with similar needs, and individual counseling sessions as needed.		Gloria Cheek	06/08/2019
Actions				1 of 5 (20%)		
	9/25/18	Students can utilize the "Break room" for a calming down space.		Complete 06/12/2018	Gloria Cheek	06/12/2018
	<i>Notes:</i>					
	6/26/18	Qualifying students will receive a Christmas meal.			Gloria Cheek	11/20/2018
	<i>Notes:</i>					
	9/25/18	Partner with local organizations to provide a Thanksgiving meal for families in need.			Gloria Cheek	12/01/2018
	<i>Notes:</i>					
	6/26/18	Qualifying students will receive back packs containing food each week.			Gloria Cheek	06/21/2019
	<i>Notes:</i>					
	6/26/18	Qualifying students will receive Christmas assistance as needed.			Gloria Cheek	12/20/2019

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:			Level Cross Elementary currently has a transition plan in place for fifth graders. Fifth graders visit their middle school feeder school to experience the day of a sixth grader. Pre-K students visit Kindergarten classes to experience the day of a Kindergartner. We also have a transition plan for students to visit the next grade level. We are working to ensure that teachers provide parents with information that can help them to be successful at the next grade level.	Limited Development 09/08/2017		
How it will look when fully met:			Level Cross Elementary has a transition plan in place to help support student transitions from grade level to grade level and from elementary to middle school. Pre-K Classes will visit Kindergarten classes to learn what Kindergarten will be like. They will spend half a day in the classroom. Rising 1st to fifth graders will visit the next level to learn about expectations for that particular grade level. Fifth grade students will visit middle school feeder schools and choose elective courses. Fifth graders will switch classes for Math, ELA, and Science to help with this adjustment they will experience for all classes in middle school. Incoming Kindergartners will be screened before entering school to determine their readiness for school. Data will be collected to determine at risk students.		Cindy Walker	07/13/2019
Actions				3 of 4 (75%)		
	6/26/18	Fifth graders tour Randleman Middle School and Northeastern Randolph Middle school.		Complete 05/01/2018	Gloria Cheek	05/01/2018
<i>Notes:</i>						
	6/26/18	Transition Night for students to visit the rising grade.		Complete 05/15/2018	Shelly Harris	05/15/2018
<i>Notes:</i>						
	9/17/18	Rising first through fifth grade students will visit a classroom of the next grade level to learn about expectations and what it will be like in that particular grade.			Cindy Walker	06/07/2019
<i>Notes:</i>						
	6/26/18	Pre K students will visit a Kindergarten class for a day.		Complete 06/06/2018	Christine Marley	06/10/2019
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Randolph County School System (RCSS) has a Leadership Team in place to support Level Cross Elementary School. The Leadership Team meets regularly with Principals and Assistant Principals to review expectations of the team in accordance with State Board of Education, RCSS Board of Education, and state laws of North Carolina. The RCSS Leadership Team members are as follows: Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry Chappell, Director of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology	Full Implementation 06/05/2017		
	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
Initial Assessment:			The Level Cross Elementary Leadership Team consists of the required 6-12 members. We feel that we have the "right people" on the team and they are voted on and approved by our school. We take minutes and provide an agenda. We have been meeting once a month for one hour but realize that we need to meet twice a month after reading the Wise Ways. Our Professional Learning Teams (PLT) meet three times a week for 45 minutes.	Limited Development 06/05/2017		
How it will look when fully met:			The leadership team consists of 6-12 members that are voted on by staff. Each meeting will be conducted according to an agenda and minutes will be kept. Each team member will collaborate with the team during leadership meetings. They will also collaborate with their PLT's about issues discussed during leadership meetings. Time is provided during PLT's since they meet three times a week for 45 minutes. The leadership team meets twice a month; once MTSS meetings begin, the leadership team will take turns attending the meeting.		Cindy Walker	06/08/2019
Actions				0 of 3 (0%)		
6/26/18		Staff members select SIT team members through secret ballot.			Angela Harris	06/10/2019
Notes:						

6/26/18	Agenda and minutes are kept for each SIT meeting.		Heather Troyer	06/10/2019
<i>Notes:</i>				
6/26/18	MTSS meeting agenda and minutes are kept for each meeting.		Heather Troyer	06/10/2019
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Level Cross Elementary School has established various committees and each committee has a specific purpose and duty. Certain meeting dates each month are established for each committee. Committee teams are charged with making shared decisions about student achievement, improving school culture, and providing support.	Limited Development 06/05/2017		
<i>How it will look when fully met:</i>		We will improve the efficiency of each committee by creating expectations, creating norms, agendas, keeping minutes, and meeting on a regular basis.		Cindy Walker	06/08/2019
Actions			0 of 3 (0%)		
6/26/18		Committees will create an agenda and keep minutes for each meeting.		Angela Harris	06/10/2019
<i>Notes:</i>					
6/26/18		Committees will establish norms to follow for each meeting.		Cindy Walker	06/10/2019
<i>Notes:</i>					
6/26/18		Committees will create expectations for the committee to follow.		Angela Harris	06/10/2019
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal of Level Cross Elementary School focuses on instruction and creates avenues for this to be the primary focus of PLT meetings. In addition to meeting three times a week with PLT's, Instructional teams meet for a day of planning each quarter where they work with the lead teacher to plan instruction for the next quarter. Much work has been done to ensure that lessons align to the standards. We also have	Limited Development 06/05/2017		

	planning day pre-meetings where teachers meet with the county level math and ELA lead teachers. At this meeting, the lead teachers review the standards, share innovative strategies and pace out the instruction so teacher can plan effectively on their day. Our principal is visible. She attends the planning days with each grade level. Our principal and assistant principal conduct walk through observations on a daily basis and meet with all PLT's one day a week to look into student data. Teachers receive feedback from walk through observations electronically.			
How it will look when fully met:	Teachers will be provided feedback from administration on a regular basis through Professional Learning Teams (PLT's), walk through observations, and teacher evaluations to help them improve instruction. Professional Learning Teams will follow the Professional Learning Community cycle as a guide to determine what we want students to know (goals that meet the standards), how do we assess what students know (creating Common Formative Assessments (CFA's) as pre/posttests), what lessons will help students learn the standards, and what do we do when students don't get it.		Shelly Harris	06/08/2019
Actions		0 of 5 (0%)		
9/24/18	Review of Teacher Working Conditions Survey and use data to support teachers		Cindy Walker	11/30/2018
<i>Notes:</i>				
9/24/18	Review EVAAS data with teachers		Cindy Walker	12/20/2018
<i>Notes:</i>				
9/24/18	Walk through form data		Cindy Walker	06/12/2019
<i>Notes:</i>				
9/24/18	Principal in classrooms 2 hours a day		Cindy Walker	06/12/2019
<i>Notes:</i>				
9/24/18	Follow PLC cycle.		Angela Harris	06/12/2019
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Quality of professional development

	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At Level Cross we currently gather data among grade levels and discuss overall performance to determine the learning needs of students. We need more work on disaggregating the data in order to further identify specific student needs. We also need work with using the data we collect to plan professional development based on the needs of students and staff.	Limited Development 06/05/2017		
How it will look when fully met:			Teachers will collect data in core subject areas from various sources such as: End of Grade Tests (EOG's), Benchmarks, NC Check-Ins, Common Formative Assessments (CFA), unit tests, and K-2 Math Assessments. During Professional Learning Teams (PLT's), teachers, the lead teacher, and administrators will analyze the data collected. Math and Reading data will be recorded on data charts. PLT's will collaborate about effective strategies to drive instruction to meet the needs of the students and improve student learning based on those needs. Common Formative Assessments will be used as pre/post tests to determine what students know and what to do next.		Shelly Harris	06/12/2020
Actions				9 of 10 (90%)		
	10/8/17	Principal will participate in Data Mart Training.		Complete 08/15/2017	Cindy Walker	08/15/2017
<i>Notes:</i>						
	9/15/17	Build remediation and enrichment time into the master schedule.		Complete 08/18/2017	Shelly Harris	09/29/2017
<i>Notes:</i>						
	9/12/17	Analyze Beginning of Year (BOY) Reading 3D and Fountas & Pinnell data and create guided reading groups based on data.		Complete 10/31/2017	Shelly Harris	10/31/2017
<i>Notes:</i>						
	10/8/17	Administrators will share EVAAS data during individual data meetings.		Complete 12/01/2017	Angela Harris	12/01/2017
<i>Notes:</i>						
	9/12/17	Analyze Mid of Year (MOY) Reading 3D and Fountas & Pinnell data in order to create reading groups.		Complete 01/31/2018	Shelly Harris	01/31/2018
<i>Notes:</i>						
	9/15/17	Create Common Formative Assessment Data for reading and math in grades K-5 and analyze the data to inform instruction.		Complete 06/08/2018	Shelly Harris	04/30/2018
<i>Notes:</i>						

9/15/17	Analyze data from County benchmarks and NC Check-in assessments in order to drive instruction.	Complete 06/08/2018	Shelly Harris	04/30/2018
<i>Notes:</i>				
9/15/17	Utilize item analysis data from the End of Year (EOY) county Science benchmark.	Complete 06/01/2018	Shelly Harris	05/31/2018
<i>Notes:</i>				
9/29/17	PLT's will plan for their remediation and enrichment block during PLT planning.	Complete 06/08/2018	Shelly Harris	06/08/2018
<i>Notes:</i>				
10/8/17	PLT's will analyze subgroup data to determine groups of students that need additional support. (data mart)		Shelly Harris	06/12/2020
<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>			Level Cross Elementary School has a system of procedures to recruit, evaluate, reward, and replace school staff. Recruiting Procedures: Positions are advertised/posted on a variety of websites, including the RCSS TeacherMatch and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn). The LEA participated in a Virtual Job Fair to provide national exposure for applicants. LEA administrators attend in-state and out-of-state job fairs. The LEA collaborates with universities to partner student teachers with cooperating teachers and recruits those that would be a good fit for our school system. The LEA provides possible offers of early contracts to student teachers that qualify. The new graduate list is shared with principals. Principals make recommendations for employment. Evaluating Procedures: All Beginning Teachers (BT's) and new employees to North Carolina are trained on the NC Teacher Evaluation Model. School and District level walkthroughs occur throughout the school year to spotlight what's going right with our school and to provide areas of improvement. The LEA follows district and state guidelines/laws for instruction. Human Resources (HR) meets with principals to reviews staffing plans. Rewarding Opportunities: Staff members can earn Pride Pins for doing exemplary work at the school level and Star 3 Recognition when they exhibit character that goes	Full Implementation 06/05/2017		

	<p>beyond what is expected of all employees. Beginning Teachers have the opportunity of being recognized as BT of the Year as selected by the county office. Career Teachers have the opportunity to be recognized as Teacher of the Year and certified staff has the opportunity to be recognized as Distinguished Educator. Classified Employees have the opportunity to be recognized as Outstanding Employee. Teacher of the Year, Distinguished Educator, and Outstanding Employee are all voted on by the staff. RCSS recognizes retirees at the end of the year Retirement Banquet, the Bus Driver of the Year Award, and Custodian of the Year Award. These awards are recognized on RCSS Twitter page and website. Replacing Staff: Level Cross Elementary School has a recruitment plan in place to hire highly qualified staff. We value and utilize retirees for opportunities to volunteer. RCSS Human Resources Department provides guidelines when hiring new certified and classified staff.</p>			
--	--	--	--	--

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Facilities and technology			
		D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Currently Level Cross Elementary has a technology plan that is developed by the media specialist. It contains a mission statement, needs assessment objectives, expected student and staff outcomes, technology inventory, an educational use plan, staff professional development plan, access to technology, integration of technology in all subject areas, technology support, public relations, funding, and evaluation of the plan. The technology plan is on the school's web page. At this time, we do not have a bring-your-own device policy due to the sensitive nature of using the internet with young children. Instructional data through mClass is provided to teachers and parents indicating reading levels and foundation skill levels. Some teachers use instructional technology as a means to assess student needs in math and ELA and as a way to provide independent practice and progress monitoring.</p>	Limited Development 09/04/2018		

How it will look when fully met:	Level Cross will have a technology plan that includes the selection of digital tools that can increase the effectiveness of learning through alignment to standards, and instruction and learning. Teachers will be provided the opportunity for technology professional development to be personalized, sustained, and job embedded. Use of the following programs will increase student achievement when implemented to fidelity: Reading Eggs for Kindergarten through second grade students, Moby Max and Lyrics2Learn for third grader students, and Prodigy for first-fifth grade students.		Angie Mitchell	06/08/2020
Actions		0 of 2 (0%)		
9/17/18	Technology professional development presented by media specialist.		Angie Mitchell	06/10/2020
<i>Notes:</i>				
9/17/18	Use a digital literacy tool to assess the effectiveness of computer programs		Angie Mitchell	06/10/2020
<i>Notes:</i>				

		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Level Cross Elementary maintains a school culture that is safe, friendly, supportive, and focused on student's learning. The school campus is safe due to limited entry to the facility. Visitor's must use the buzz in system to be allowed entry into the building and when visitors enter the building they receive a visitor's pass to indicate permitted entrance. There are proper entrance and exit signs at each outside door and the doors remain locked except from 7:30-7:55 and 2:30-3:00. This school provides behavior support through Positive Behaviors and Intervention Supports (PBIS) to create a positive atmosphere and Olweus Bullying Prevention program to ensure students are safe while at school. Each week students are provided with a guidance lesson facilitated by the Guidance Counselor to help support building great character. Students have the opportunity to talk to the Guidance Counselor about personal problems. Each month students are provided with character building words and two students are chosen from each classroom to be "Citizen of the Month". Level Cross has a homework policy that creates a fair playing field for all students to have the ability to have a home-school connection to their learning. Teachers send home newsletters each month to inform parents about what's going on in their classroom.	Limited Development 09/24/2018		
How it will look when fully met:			In order for this objective to be fully met, Level Cross will continue to create a safe, friendly, supportive environment that is focused on learning. Student engagement will be enhanced through the implementation of "Growth Mindset" to help students be motivated to meet their learning potential. Student intervention and discipline data will be collected to help support struggling learners and students with behavior problems and to locate hot spots around campus.		Shelly Harris	06/07/2019
Actions				0 of 3 (0%)		
	9/24/18	Collect discipline referral data			Gloria Cheek	06/12/2019
Notes:						
	9/24/18	Collect discipline issue hot spots using discipline data			Gloria Cheek	06/12/2019
Notes:						
	9/24/18	Teachers will implement growth mindset lessons into the beginning of the year.			Shelly Harris	12/20/2019

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
Initial Assessment:			Level Cross currently has multiple methods by which we inform families and keep them up to date with what is going on at school. We have a school website, a Twitter account, and PeachJar to inform parents about upcoming events. Teachers send newsletters home to inform parents of curricular topics that they are covering in class. Every Sunday night the principal sends a phone message to parents giving parents important information for the upcoming week. This same message is also emailed to parents. All of the above communication is provided in English and Spanish. We hold an Open House for parents at the beginning of the year where students come to find out who their teacher is and meet them. We also have four parental engagement nights each year. We try to involve parents and provide strategies so they can help their child at home.	Limited Development 06/05/2017		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			Level Cross wants to strengthen the connection between the school and the home in order to engage parents in ways that directly relate to the academic progress of their child. We feel we do a good job keeping parents informed but know there is a need to extend our influence to that of helping parents know what they can do outside of school to help their child succeed. This will mean that the types of outreach we have should be different in terms of what advice, materials and support we offer parents. We want to assist parents in understanding how powerful their role in education is. Teachers will advise parents about helpful math websites and videos from Tools 4 NC Teachers. Evidence in support of this effort will be gained through the use of parent surveys.		Shelly Harris	09/29/2019
Actions				10 of 13 (77%)		
6/13/17			Hold Annual Public Meeting in individual classrooms.	Complete 09/19/2017	Angie Mitchell	10/06/2017
Notes:						

6/13/17	Pair the Annual Public Meeting in classrooms with an engaging activity to draw in more parents.	Complete 09/19/2017	Angie Mitchell	10/06/2017
<i>Notes:</i>				
6/13/17	Provide Title I Read to Achieve Night.	Complete 10/31/2017	Shelly Harris	10/31/2017
<i>Notes:</i>				
9/29/17	Provide Title I STEM night.	Complete 11/30/2017	Shelly Harris	11/30/2017
<i>Notes:</i>				
9/29/17	Provide Title I Family Game Night.	Complete 02/15/2018	Shelly Harris	02/28/2018
<i>Notes:</i>				
9/29/17	Provide Title I Transition Night.	Complete 04/26/2018	Shelly Harris	05/15/2018
<i>Notes:</i>				
6/13/17	Teachers will send home a monthly newsletter containing a "Curriculum Matters" section, focusing on how to support parents with learning at home.	Complete 06/08/2018	Shelly Harris	06/08/2018
<i>Notes:</i>				
10/8/17	Teachers will turn in monthly newsletters to administration.	Complete 06/08/2018	Cindy Walker	06/08/2018
<i>Notes:</i>				
10/12/17	Upcoming dates of school events will be placed on the school marquee.	Complete 06/15/2018	Cindy Walker	06/15/2018
<i>Notes:</i>				
6/26/18	Each student will receive positive communication home by one of the following ways: post card, phone call, or class dojo message.	Complete 10/01/2018	Shelly Harris	10/01/2018
<i>Notes:</i>				
9/17/18	Teachers will send home math engagement parent letters and a list of math websites from Tools 4 NC Teachers website to help parents with the new math standards.		Shelly Harris	06/07/2019
<i>Notes:</i>				
6/26/18	Information sent home in monthly newsletter highlighting the curriculum matters section to focus on how to support parents with curriculum information.		Cindy Walker	06/10/2019
<i>Notes:</i>				
6/26/18	Parents will be asked to complete a survey (google, survey monkey, or paper) two times a year for parental input/feedback about school instructional matters.		Shelly Harris	06/10/2019
<i>Notes:</i>				

Implementation:			06/21/2018		
<i>Evidence</i>			6/21/2018		
<i>Experience</i>			6/21/2018		
<i>Sustainability</i>			6/21/2018		
		E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students.(5183)	Implementation Status	Assigned To
Initial Assessment:			<p>Level Cross Elementary has procedures in place to encourage family engagement with the school. The first line of communication begins at Open House where students first meet the teacher. At this time parents are provided with important documents such as: student handbooks, classroom rules, procedures, discipline plans, and school and county paperwork to be completed. The student handbook contains important information such as: the mission statement, shared beliefs, academic achievement, arrival and departure procedures, assignment of students to classes, attendance policies, bus rules, change of residence, curriculum and instruction, delivery of flowers and balloons procedures, Positive Behavior Interventions and Support discipline expectations, dress code, emergency information, field trips, important health information, homework policy, inclement weather procedures, school fees, interim reports and report cards, lunches, immunization laws, parent involvement opportunities, parent conference procedures, tardy procedures, technology, Title I Parental Involvement Policy, transportation changes, and visitors on campus. The school calendar and PTO officers and board members are also included. The student handbook and other important documents such as the School Improvement Plan can be found on the school's web page. The school's web page is updated frequently. Title I compacts are also shared with students and sent home for parents to sign. The Title I Annual Review meeting occurs at the beginning of the year to provide parents with information about Level Cross being a Title I school. By the end of the first complete month of school teachers communicate a positive message to parents about their child through a phone call, dojo message, note, or in person. Each week the principal conducts a phone message and/or email home to families informing them of the events</p>	Full Implementation 09/17/2018	

	for the upcoming week and how they can participate. Each classroom teacher sends home a weekly or monthly newsletter informing parents about important classroom events and includes a " curriculum matters" section to let parents know about what is being studied and how they can help their student. Also, the principal sends home a monthly newsletter informing parents about school wide information and how they can help. Parents are encouraged to visit their child for lunch and must sign in at the office. Arrangements for visiting the classroom need to be made in person so the instructional day is not interrupted. Teachers are to respond to parent phone calls or email within twenty-four hours. Parent Nights occur four times a year to connect families with the curriculum and the classroom.			
--	---	--	--	--

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, Level Cross Elementary parents receive important news and information from their child's classroom teacher. Some teachers do this weekly and some teachers do this monthly. The principal sends home a weekly electronic message through PowerSchool messenger via a phone call. The school's webpage contains important information and is updated by our school's web master.	Limited Development 08/31/2018		
How it will look when fully met:		Level Cross Elementary will provide positive two-way communication between home and school and the community. Each teacher will provide a positive comment home to parents by the end of September via a note, a phone call, Class dojo, or face to face. Each classroom teacher will send home a monthly newsletter. The "Curriculum Matters" section of the newsletter will provide parents with information about the curriculum for that particular grade or subject area. The PTO board sends home a monthly newsletter as well with dates and events for the month. Each week the principal continues the home-school connection through PowerSchool messenger to announce important events and reminders for the week. The message is also translated in Spanish. Finally, the school web page contains Level Cross News and Events, staff list, calendars, school newsletters, student website links. PTO information. After School Program information, and		Angie Mitchell	06/13/2019

	Randolph County School System information as well.				
Actions			0 of 7 (0%)		
9/17/18	Classroom monthly newsletters will be sent home			Shelly Harris	06/07/2019
	Notes:				
9/17/18	Principal will send home monthly newsletter for parents			Cindy Walker	06/07/2019
	Notes:				
9/17/18	PTO will send home monthly newsletters			Katie Husband	06/07/2019
	Notes:				
9/17/18	Principal will send out Sunday night weekly message to parents			Cindy Walker	06/07/2019
	Notes:				
9/17/18	Sunday night messages will be translated in Spanish			Cindy Walker	06/07/2019
	Notes:				
9/17/18	The school's web page will be updated			Angie Mitchell	06/07/2019
	Notes:				
9/17/18	The school's marquee will be updated			Cindy Walker	06/07/2019
	Notes:				



NCStar/SIP Mandatory Components

School Name: Level Cross Elementary

School Year: 2018-2019

Duty-Free Lunch

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

Due to the inability to adequately supervise students during lunch time, we do not provide duty-free lunch for the teachers. Teacher Assistants are used for instructional purposes in the classroom.

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 are provided with five hours and fifteen minutes a week of duty-free instructional planning time. They have planning time during daily BEP's for 45 minutes and 15 minutes after students have left campus.

Transition Plan for At-Risk Students

☒ Elementary to Middle School

☐ Middle School to High School

Please describe transition plan below.

LCES has a transition plan for at-risk students. Pre K students visit our Kindergarten classes and spend half a day to experience what the day is like. Incoming Kindergarteners are screened to measure their preparedness for Kindergarten. At-risk students are identified and parents are given strategies to help students be prepared and successful. Fifth grade students visit their feeder middle school and sign up for elective classes. K-4 transition nights provide the opportunity for parents and students to learn about the upcoming grade level and how to prepare their child for success.

Safe School Plan for

Level Cross Elementary

Pursuant to General Statue 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>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.</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>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.</p> <p>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.</p> <p>Long-Term Suspended: 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: 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:				
<ul style="list-style-type: none"> • 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:				
<ul style="list-style-type: none"> • 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.