



**Trinity Elementary School
School Improvement Plan
2015-2016**

LEA or Charter Name/Number: Randolph County School System
School Name/Number: Trinity Elementary School
School Address: 5457 Braxton Craven Rd., Trinity, NC 27370
Plan Year(s): 2014-2016
Date Prepared: September 9, 2015
Principal Signature: _____

Local Board Approval Signature: _____

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Kimberly Bowie	K Teacher Representative	Christa Shively
Assistant Principal Representative	Cindy Walker	1 st Teacher Representative	Cynthia Brock
Lead Teacher	Kirsty Hughes	2 nd Teacher Representative	Angie Hunt
Counselor	Annette Byrd	3 rd Teacher Representative	Tiffany Reynolds
Teacher Assistant Representative	Jami Coggins	4 th Teacher Representative	Cynthia Vawter
Teacher Assistant Representative	Sharon Pencola	5 th Teacher Representative	Gina Hicks
Parent Representative	Nikki Snow	Reading Specialist	Julie Barker
Parent Representative	Kristy Aguilar	BEP Teacher / Art	Amanda Holcomb

* Add to list as needed. Each group may have more than one representative.

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School Improvement Plan

<p>Path to Pride Strategic Goals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional program that supports academic growth <input type="checkbox"/> Fiscal responsibility <input type="checkbox"/> Recruit and retain highly qualified staff <input type="checkbox"/> Maintain efficient operations <input type="checkbox"/> Effective public relations 	<p>Strategic Focus:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All students can learn <input type="checkbox"/> All students will be taught in a safe and nurturing environment <input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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Current Level of Performance (Data Summary): The area of Reading proficiency will continue to be a focus across the Randolph County Schools System. Trinity Elementary school showed substantial growth in the area of reading in the 2013-2014 school year, raising scores to 54%. Reading proficiency continued to grow in the 2014 – 2015 school year with a Reading composite of 57.1%. Our overall EOG Composite score has grown from 39.4% to 58.1% in the past two years – an 18.7 point growth.

Annual Goal: Trinity Elementary School will increase reading proficiency to 65% using TRC and EOG assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Continue to learn and master the Common Core Curriculum	Grade Level Teachers	<ul style="list-style-type: none"> *Quarterly PLC Planning Sessions * Planning sessions with entire staff twice monthly *Utilize RCSS Lead Teachers in planning and modeling lessons *Weekly data discussions with Lead Teacher 	Lead Teacher Administration Grade Level Teachers	<ul style="list-style-type: none"> Agendas and minutes from all planning sessions Teacher feedback from Administration Weekly lesson plans 	<ul style="list-style-type: none"> Weekly during PLC meetings, Quarterly with Leadership team 	June 2016	

		<ul style="list-style-type: none"> *Weekly planning sessions with teammates *Daily classroom walkthroughs by Administration with feedback *Peer Observations for all staff members *Teacher Assistant quarterly training sessions *Quarterly BEP PLC's to integrate curriculum 					
Teachers will utilize data analysis to direct instruction	Grade Level Teachers	<ul style="list-style-type: none"> *Weekly and Quarterly Data Meetings with all grade levels *Analyze EOG data Analyze mClass data *Flexible grouping based on current data *Individual student literacy goals set and monitored with classroom teachers 	Grade Level Teachers Lead Teacher Administration	Data Meeting agendas and minutes	Quarterly	June 2016	
Incorporate WIN "What I Need" remediation / acceleration for all students	Grade Level Teachers Teacher Assistants	<ul style="list-style-type: none"> *Use formal and informal data to develop strategic lesson plans for WIN *Flexible grouping among grade level teachers *Interventionists across grade levels to work with struggling readers *Additional 50% reading specialist to work with 3rd grade students 	Grade Level Teachers	Classroom Walkthrough feedback Weekly lesson plans	Weekly	June 2016	

<p>Increase Parent Involvement and Parent Education opportunities throughout the school year</p>	<p>Media Specialist, Lead Teacher, and Grade Level Teachers</p>	<p>*Provide parent resources on TES website *Offer parent information nights that are grade specific *Implement "Caught Reading" once a semester *Monthly Principal Newsletter to include reading strategies for Parents</p>	<p>Lead Teacher Administration PTA Grade Level Teachers</p>	<p>Parent Night flyers and information</p> <p>Monthly Newsletters to parents</p>	<p>Quarterly</p>	<p>June 2016</p>	
<p>Incorporate technology resources on a consistent basis</p>	<p>Grade Level Teachers and Technology Assistant</p>	<p>*Achieve 3000 * Reading Eggs * Moby Max *Assessments using Reading 3D *Book Flix *Reading A-Z *Flocabulary</p>	<p>Lead Teacher Administration Grade Level Teachers</p>	<p>Reports from specific programs</p>	<p>Quarterly</p>	<p>June 2016</p>	
<p>Implement Inclusion service delivery for students receiving EC services.</p>	<p>3-5 Teachers, ESL teachers, AIG teacher, and EC teachers</p>	<p>*UNCG partnership with Professional Development *Collaborative planning *Planning sessions with all staff members twice monthly</p>	<p>Select Teachers EC Teachers</p>	<p>Handouts and information from UNCG training sessions</p> <p>Weekly lesson plans</p> <p>Classroom Walkthrough feedback</p>	<p>Monthly</p>	<p>June 2016</p>	

<p>BEP teachers will support the general education content embedded in specific area curriculum.</p>	<p>BEP Teachers</p>	<p>*Quarterly PLC Planning Sessions *Use thematic units to support grade specific content</p>	<p>BEP Teachers</p>	<p>Weekly Lesson plans Quarterly PLC agendas and minutes</p>	<p>Quarterly</p>	<p>June 2016</p>	
<p>Implement Letterland Program in Kindergarten and 1st grade.</p>	<p>Kindergarten and 1st Grade Teachers</p>	<p>*Training from Letterland Consultant *Working with other schools throughout the district through the implementation stage *K Interventionist trained in Letterland to support phonics instruction in small group settings. *Grade Level weekly planning sessions</p>	<p>Kindergarten and 1st Grade Teachers</p>	<p>Weekly Lesson Plans Classroom Walkthroughs</p>	<p>Weekly</p>	<p>June 2016</p>	

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Current Level of Performance (Data Summary):
 Overall performance in Math for grades 3rd – 5th is 55%. The breakdown for each grade level is 3rd grade – 56.5, 4th grade – 47.4, and 5th grade – 60.8. We have shown consistent growth over the past two years at TES. When looking at overall data, it shows that TES tends to show smaller gains in Math verses Reading. Although, our overall EOG composite score has grown from 39.4 to 58.1 in the past two years.

Annual Goal: Trinity Elementary school will increase overall Math proficiency to 65% in all grade levels.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p>Continue to implement Common Core standards</p>	<p>Grade Level Teachers</p>	<p>*Quarterly PLC Planning Sessions *Monthly Planning sessions with entire staff *Utilize RCSS Lead Teachers in planning and modeling lessons *Weekly planning sessions with Lead Teacher</p>	<p>Lead Teacher</p>	<p>Agendas and minutes from all planning sessions Teacher feedback from Walkthroughs and Observations</p>	<p>Weekly during PLC meetings, Quarterly with Leadership team</p>	<p>June 2016</p>	

		<ul style="list-style-type: none"> *Weekly planning sessions with teammates *Daily classroom walkthroughs by Administration with feedback *Peer Observations for all staff members *Data Discussions with students individually as well as whole class data walls *Vocabulary evident in classrooms with anchor charts, content word walls, etc. *I Can statements are used and displayed in classrooms *Implementation of Math Stations addressing specific student needs 		<p>Weekly lesson plans</p> <p>Data Walls in classrooms</p> <p>Vocabulary Words displayed in classes</p> <p>I Can statements posted</p>			
Incorporate Writing in Math on a daily basis	Grade Level Teachers	*Daily use of Interactive Math Journals	Teachers	Student Journals	Quarterly	June 2016	

<p>Include opportunities for Parent engagement and information about Common Core Standards</p>	<p>Grade Level Teachers</p>	<p>*Parent nights designed to teach content and strategies to parents *Implement Math Journals that include sample problems, vocabulary, and class notes *Encourage MobyMax participation at home</p>	<p>Teachers</p>	<p>Math Journals MobyMax monitoring reports Parent Night Agendas</p>	<p>Quarterly</p>	<p>June 2016</p>	
<p>Teachers will utilize available resources to meet the needs of all students</p>	<p>Grade Level Teachers</p>	<p>*Classroom Manipulatives available and used regularly in class *Math Journals *Investigations lessons *Central Office Lead Teacher to assist with quarterly lesson planning *Peer Observations by all staff members *UNCG interns for Monday and Wednesday *HPU interns and student teachers *Utilize student led data notebooks</p>	<p>Lead Teacher and Administration</p>	<p>Staff feedback from daily walkthroughs Student Data Notebooks</p>	<p>Quarterly</p>	<p>June 2016</p>	

<p>Teachers will incorporate technology to access and teach common core standards</p>	<p>Grade Level Teachers</p>	<ul style="list-style-type: none"> *School net assessments for Common Assessments *Promethean resources and flip charts *Lesson Plan sharing via School net *Utilize websites that can assist parents and students at home *Utilize Wiki page via RCSS *Use calculators all year 	<p>Lead Teacher</p>	<p>Common Assessments Lesson Plans</p>	<p>Quarterly</p>	<p>June 2016</p>	
<p>Utilize support personnel to meet the needs of all students</p>	<p>Grade Level Teachers</p>	<ul style="list-style-type: none"> *Flexible grouping among grade level teachers *Guided Math stations to address specific needs *Local University Interns *Provide enrichment opportunities for students who have mastered concepts *AIG inclusive setting for support 	<p>Lead Teacher Grade Level Teachers</p>	<p>Lesson planning</p>	<p>Quarterly</p>	<p>June 2016</p>	

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Current Level of Performance (Data Summary): Fifth grade made significant growth in Science in 2013 – 2014 with scores growing from 47.7% to 72.1% proficient. The 2014 – 2015 school continued with improving scores with 5th grades students exhibiting approximately 79% proficiency. TES students have grown a total of 31% proficiency in the past two years in science.

Annual Goal: Fifth grade science scores will increase proficiency to 85%.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p>Integrate Science in Reading Instruction</p>	<p>Grade Teachers Lead Teacher</p>	<p>*Integrate Science during shared and teacher directed reading *Use National Geographic magazines and website *Vocabulary study in all content areas (especially science)</p>	<p>Lead Teacher</p>	<p>Lesson Plans</p>	<p>Quarterly</p>	<p>June 2016</p>	

Plan thematic units supported by BEP teachers	Grade Level Teachers BEP Teachers	*Quarterly PLC meetings *Monthly planning meetings with entire staff *Supporting Grade level teachers with Science Fair exhibition (research, word processing, presentation board, etc)	BEP Teachers Grade Level Teachers	Weekly lesson plans Agendas and minutes for PLC meetings	Quarterly	June 2016	
Use inquiry based activities	Grade Level Teachers	*Quarterly Lesson planning sessions with lead teacher *Science Fair projects for all 5 th grade students	Grade Level Teachers	Weekly lesson plans Science Fair Projects	Quarterly	June 2016	
Integrate technology on a daily basis	Grade Level Teachers	Incorporate technology in order to provide background knowledge and concrete understanding for students (Brain Pop, Book Flix, Nettekker, United Streaming, etc.) *Utilize technology to research Science Fair concepts and to present information learned	Grade Level Teachers Lead Teachers Administrators	Weekly Lesson plans	Quarterly	June 2016	

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Current Level of Performance (Data Summary): Our Current 5th graders scored 61.8% proficient in Reading and 47.4% proficient in Math. This shows that approximately 50% of our 5th grade students require specific interventions strategies in either Reading or Math to be successful.

Annual Goal:
By June 2016, all schools in RCSS will complete exploration, consensus, and readiness assessments with their staffs in order to determine their school's needs for the implementation of MTSS. All schools will be able to identify the ways in which they meet the unique and diverse learning needs of all students in their schools within the MTSS framework.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p>Complete the readiness assessment for MTSS that will be provided to schools by the District MTSS Team</p>	<p>School-based MTSS Team</p>	<p>Readiness assessment provided by District MTSS Team</p>	<p>School-based MTSS Team</p>	<p>Completion of readiness assessment according to district timeline</p>	<p>2015-16 school year</p>	<p>June 2016</p>	<p>Use information from the readiness assessment for MTSS team discussions</p>

Explore the MTSS framework throughout the 2015-16 school year	School-based MTSS Team	Monthly information provided in RCSS curriculum newsletter	Principal and school-based MTSS Team	Minutes from MTSS meetings	2015-16 school year	June 2016	Identify times in the school master schedule that can be used for interventions
Elementary school counselor will pull at-risk 5 th grade students to discuss in depth the transition to middle school	School Counselor, 5 th Grade Teachers	Create an at-risk document to identify at-risk 5 th graders. Data sources needed to create the at-risk document include: academic, behavioral, discipline, and social/emotional data	School Counselor, School Administrators, 5 th Grade Teachers	School counselor's schedule, information from data sources	3 rd Quarter-	June 2016	Identify at-risk 4 th graders
Generate a list of at-risk 5 th grade students to be shared with the middle school counselor	School Counselor, 5 th Grade Teachers	Create an at-risk document to identify at-risk 5 th graders. Data sources needed to create the at-risk document include: academic, behavioral, discipline, and social/emotional data	School Counselor, School Administrators, 5 th Grade Teachers	Complete list of at-risk 5 th graders	3 rd Quarter	June 2016	Identify at-risk 4 th graders

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

- Implement strategies for improving performance of all students?**
- Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?**
- Plan use of staff development funds?**
- Plan for use of assessments to monitor student progress?**
- Provide daily duty-free lunch to teachers?**
- Provide at least five hours of planning time for teachers each week?**
- Implement strategies for involving parents and the community in the educational program?**
- Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?**

K – 8 Schools Only

Does this school:

- Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?**

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years 2014 – 2016**

School Name: Trinity Elementary School

School Numbers(s)	Request for Waiver
760-376	1. Please describe the waiver you are requesting.
	Trinity Elementary School is requesting a waiver from the State-required on-going operational activity of providing a daily duty-free lunch for teachers.
760-376	2. Identify the law, regulation, or policy from which exemption is required.
	Please see #1
760-376	3. State how the waiver will be used.
	Resources will be used to provide teachers with planning during the instructional day.
760-376	4. State how this wavier helps achieve the specific performance goals.
	Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.
	<i>(please duplicate this sheet as needed for additional waivers)</i>

Signature of Superintendent/Designee: _____ Date: _____

Safe School Plan for

Trinity 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: Kimberly Bowie

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:

The Responsibility of the Superintendent.

It is the responsibility of the Superintendent to:

- Coordinate the adoption and implementation of the local plan for maintaining safe and orderly schools
- Create a system to evaluate principals' performance regarding school safety
- Create a system to monitor and evaluate the implementation of safety plans at each school in the system
- Coordinate with local law enforcement and court officials, the appropriate aspects of the implementation of the plan.

If the Superintendent fails to carry out the before mentioned responsibilities, he may be subject to disciplinary action including 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.

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

- **The Responsibility of the Principals.** The principal of each school is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment.

The principal shall:

- Exhibit appropriate leadership for school personnel and students
- Provide for alternative placements to students who are seriously disruptive
- Report all criminal acts under General Statute 115C-288
- Provide appropriate disciplinary consequences for disruptive students.

If the Principal fails to carry out the before 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): Cindy Walker

Teachers: Christa Shively, Cynthia Brock, Angie Hunt, Tiffany Reynolds, Cynthia Vawter, Gina Hicks, Amanda Holcomb, Julie Barker

Teacher Assistant: Sharon Pencola and Jami Coggins

Other School Staff:

Parent Participants: Haley Snow and Kristy Aguilar

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:

- Safe School Survey is conducted annually.
- Connors Comprehensive Behavioral Rating Scale is used by teachers to assess the social/emotional needs of the students. It is also used as a screening tool for referrals to outside agencies.
- Social Workers and Student Advocates carry a 15 student case load (rotating) throughout the school year. Data is gathered throughout the school year that will support the prevention strategies and interventions used to help the students become more successful in the school setting.
- Social workers, school nurses, school counselors, psychologists, speech therapists, occupational and physical therapists and other support staff observe students; conduct appropriate assessments and conference with students, parents and other school staff.
- Teachers and administrators observe students, review student's academic, discipline, attendance and test data in addition to conferencing with students and parents. IEPs and 504 Plans are also evaluated.
- Administrators, teachers and support staff work cooperatively with community agencies such as court counselors and mental health counselors in assessing and meeting the needs of students.
- Central office staff coordinates student surveys and program evaluations/reports for in-school suspensions, out of school suspensions, bus suspensions, dropout prevention, Safe and Drug-Free Schools and School Crime and Violence.
- Testing and Accountability department evaluates school system data and provides disaggregated data and longitudinal data to all schools. Testing and Accountability and Instructional Departments assist school staff in interpreting and analyzing data.
- Individual School Improvement Teams review all data (discipline, attendance, academic, etc.) to assess student needs.

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:

- Students below grade level in any content area will have a Personal Education Plan (PEP) developed and monitored at least monthly by the teacher, and progress reports to the parents each month.
- Student referrals will be made to the MTSS team when tier 1 interventions are not sufficient to address the needs of the child.
- Student referrals will be made to the school counselor to determine if a mental health referral to an outside agency would be the next course of action.
- Teachers and parents refer students to school administrators.

- Student referrals are made to site based committees, such as School Improvement, MTSS Committee, Guidance Counselor.
- Student referrals are made to support staff (e.g., school counselor, social worker, psychologist, speech therapist, or nurse).
- Parent, community volunteers, mentors, teachers, support staff refer students for academic remediation (before, during, and after school) for students performing below grade level or at risk of performing below grade level. Referrals are made for academic remediation through Early Intervention Reading, and RTI committee.
- Central Office administrators notify school based staff about at-risk students.
- Student's academic and behavioral progress is monitored through daily activities, interim reports, and report cards.
- Schools communicate between and among attendance areas when at-risk students transfer within the county district.
- Behavioral contracts are used to maintain standards and expectations for students who have had discipline problems.
- Administrators and teachers conference with students who are having academic and behavioral difficulties at school.
- Non-certified staff members notify administrators, counselors, and teachers about who are having academic and behavioral problems.
- School Resource Officers refer students to administrators and county agencies.
- Discipline reports are used to keep track of students who are disruptive.
- Referral to community support services (e.g., mental health, social services, and Community in Schools) are made as necessary.
- Student attendance data is monitored to track student absences. Students who have attendance problems are referred to the school social worker and then to Truancy Court.
- Student nurses and school social workers work with families of students that have health and/or attendance issues.
- Substance Abuse and Family Education (SAFE) programs provide assistance to students with drug, alcohol, and substance abuse problems.
- Second Step Curriculum is used in Kindergarten through Fifth grades as prevention to aggression.
- Connors Comprehensive Behavioral Rating Scale is used by teachers to assess the social/emotional needs of the students. It is also used as a screening tool for referrals to outside agencies.
- RTI committees and Section 504 committees identify and recommend strategies to help exceptional children and 504 students achieve academic and developmental goals and objectives.
- Personalized Education Plans (PEP) are written for all students that are achieving below grade level.
- School Improvement Teams develop the School Improvement Plan and Remediation Plan that identifies specific strategies to meet the needs of their individual school population.

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:

- **Middle School students are provided an educational alternative from 8:00 a.m. - 3:05 p.m.**
- **High School students are provided an educational alternative setting from 8:00 a.m. - 3:05 p.m.**
- **During this alternative setting, students are provided assistance with their class work, and a character education program. Before any student can be placed back into the regular education setting; they must complete all class work and the character education program. Also, students assigned to the Juvenile Day Treatment Program, are transported from the schools to the center on a daily basis by the JDRC.**

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

Goal: 20% reduction in the number of student with multiple discipline or bus referrals during the 2014-15 school year.

Target: 7 or fewer students

Indicator: Incident Report for School in PowerSchool

Milestone Date: 6/9/2016

Goal: Decrease the number of student bus tickets by 10%

Target: 28 or fewer

Indicator: Incident Report for School in PowerSchool

Milestone Date: 6/9/2016

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: 100% of teacher complete the Second Step Violence Prevention Curriculum by the end of the 3rd quarter

Target: 100% completion

Indicator: Second Step Online log via Google Docs

Milestone Date: 3/30/2016

Goal: Provide support for low socio-economic students

Target: Provide 50 students with Back Pack Program through CIS

Indicator: CIS data

Milestone Date: 6/9/2016

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			
Critical Response Video	August 21 st -October 15, 2015			
Sexual Harassment Video	August 21 st -October 15, 2015			
Asthma and Diabetes Training				

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 six SRO's (School Resource Officers) at each of the six traditional high schools**
- **Continue to contract one SRO (School Resource Officer) for each of the six middle schools**
- **Continue to contract 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**
- **Protocol is set up with juvenile court counselors for information sharing when juveniles are arrested**
- **Collaborative planning and support from area Mental Health Agencies - Collaborative with county agencies to provide day sentencing and day treatment services**
- **Maintain the Sheriff's Department as a community partner as it continues to provide one full time and one part-time DARE Officer to work with our seventeen elementary schools, two full-time CARE Officers, and four trained Gang Resistance Education and Training (GREAT) to work with our six middle schools.**

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

- **The RCS Website will be widely used to communicate - Individual schools and departmental websites will also provide safety updates and vital information**
- **District Safety Meetings will be held quarterly to give updates training and other information**
- **Each school will set up their own safety meetings.**

Title 1 Schoolwide Compliance Review and Plan

A comprehensive school improvement plan must address all components defined in the Elementary and Secondary Education Act (Section 1114b of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality of learning time, and address the learning needs of all students in the school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X		
	Strategy 2	X	X	X	X	
	Strategy 3					

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this Plan:

Trinity Elementary School has placed instructional strategies in the SIP plan that address areas of improvement based on current state testing data. In addition to those strategies, we have a master schedule in place that allows adequate amount of time to teach specific content areas.

Teachers will develop Intervention plans for all students who are struggling in any area of the curriculum with the input of the parents. All teachers will conduct parent conferences at the end of the first nine weeks.

Intervention groups will be formed to address specific academic weaknesses weekly during the school day.

Whole school remediation time will be built in to the master schedule to allow teachers a "sacred time" to meet the needs of their differentiated classes on an individual basis.

Funds will be set aside for the employment of interventionists to target specific students.

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staff with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X		
	Strategy 2	X	X	X		
	Strategy 3	X	X	X		

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

Trinity Elementary uses an interview team when hiring new personnel. This helps ensure that we are getting the best possible candidate for the position. As a result, we only hire Highly Qualified staff.

All certified staff have their qualifications posted outside their classroom.

A high percentage of our certified staff are Masters graduates and/or National Board Certified.

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all student meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X		
	Strategy 2			X		
	Strategy 3					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

Professional development will be aligned to data and identified needs of the school.

Title 1 funds will help to cover the cost of the professional development and planning for all staff members.

K-5 teachers will continue grade level training with Central Office Lead Teachers in Reading and Math.

Book Studies will be offered at the County level to all certified staff (limited places)

TES has developed a 2 year partnership with UNCG to develop an inclusive setting for some EC students. The partnership includes professional development, on site visits from UNCG, and student interns.

The staff at TES will participate in a school wide book study on Engaging Students with Poverty in Mind.

Strategies used to attract highly qualified teachers to high needs schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X		
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Mentors are assigned to all new beginning teachers as well as buddy teachers for new staff members.

Title 1 money funds two Class Size Reductions in order to provide more individual attention to all students at TES.

TES maintains an ongoing collaboration with local universities to host interns and student teachers.

Strategies to Increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1)an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3	X	X	X		

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

TES makes weekly parent messages about upcoming events and activities. This year we will include both phone messages and email.

Parent surveys will be sent at the beginning of the year and end of year.

Parent nights will be held to provide parents with resources and strategies to assist their child with school.

Parent Resource Center will be available for parents at all times in the Media Center.

A 2014-2015 Parental Engagement Committee will be created to discuss the needs and wants of our parents in regard to the curriculum and helping our students. The PEC will meet at least twice a year.

Home Connect letters (Reading 3D) will be sent home three times a year providing parents with information about their child's reading ability and ideas on how they can help them at home.

Monthly Principal newsletters will be sent home to parents highlighting specific events, providing specific core information, and any other pertinent information.

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Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2	X	X			
	Strategy 3					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

TES holds a Spring Orientation and Registration evening for all rising Kindergarten students.

Local daycares visit kindergarten rooms in the spring of the year.

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X		
	Strategy 2	X	X	X	X	
	Strategy 3					

Our school uses the following for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

Lead teacher and administration will meet with all faculty members to review and summarize current data (Quarterly Data Meetings). As a result, teachers will develop a plan to address areas of need for the upcoming quarter.

Teachers will use common formative assessment to examine teaching and learning outcomes.

Teachers in Grades 4-5 will use Achieve 3000 (funded through Title 1) to assess and monitor individual student reading progress. Staff development and training updates will be provided as part of the purchase of Achieve 3000.

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Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X		
	Strategy 2				X	
	Strategy 3					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Intervention plans will be developed for all struggling students and conferences will be held every 9 weeks with parents to discuss progress towards PEP goals.

Parent conferences will be held at the end of the first nine weeks for all students.

Intervention time is built in to the master schedule to ensure all students are receiving remediation/acceleration.

MTSS will meet on a set schedule to discuss specific student needs and provide instructional support for teachers.

Ongoing training will be provided to members of the school MTSS team to educate them on processes and procedures.

A list of At-Risk students will be developed to share with current teachers as well as sending information to the middle school.

Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1	X	X	X	X	
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to coordinate and integrate Federal, State, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Common Core State Standards and NC Essential Standards are implemented in all classrooms and across all curriculum subjects.

Federally funded program, such as speech, OT, PT, resource teachers, etc, are present in the school to meet all required IEP goals.

The Backpack Pals program provides weekend food for students in need.

MTSS team supports teachers in developing appropriate interventions to ensure student success.