# RANDOLPH
County School System

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

! = Past Due Objectives          KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|---|---|---|---|---|
| Effective Practice: | | High expectations for all staff and students | | | |
| | A1.06 | ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | All classrooms have leveled guided reading groups, teacher directed whole class, math stations, and independent classwork. K-2 classrooms utilize Letterland daily. All certified staff provide weekly lesson plans in Google drive. All classrooms encourage students to work with a partner to incorporate peer to peer learning. All certified staff keep student data notebooks. Grades 2 and 5 have homogenous reading groups. All classrooms have access to Chromebooks for literacy and math computer based stations. | Limited Development 09/04/2018 | | |
| How it will look when fully met: | | All classrooms have leveled guided reading groups, teacher directed whole class, math stations, and independent classwork. K-2 classrooms utilize Letterland daily. All certified staff provide weekly lesson plans in Google drive. All classrooms encourage students to work with a partner to incorporate peer to peer learning. All certified staff keep student data notebooks. Grade levels have homogeneous reading groups. All classrooms have access to Chromebooks for literacy and math computer based stations. | | Kirsty Hughes | 06/07/2019 |
| Actions | | | 0 of 4 (0%) | | |
| | 9/4/18 | Kindergarten classrooms will implement homogeneous groups across the grade level during the guided reading block. | | Julie Haisman | 06/07/2019 |
| | Notes: | | | | |
| | 10/23/18 | First grade classrooms will implement homogeneous groups across the grade level during the guided reading block. | | Shanda Myers | 06/07/2019 |
| | Notes: | | | | |
| | 10/23/18 | Third grade classrooms will implement homogeneous groups across the grade level during the guided reading block. | | Christin  Frank | 06/07/2019 |
| | Notes: | | | | |
| | 10/23/18 | Fourth grade classrooms will implement homogeneous groups across the grade level during the guided reading block. | | Christine Moss | 06/07/2019 |
| | Notes: | | | | |

| 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 |
|---|---|---|---|---|---|
| *Initial Assessment:* | | -Olweus & Second Step (character building) -Guidance lessons to target individual classroom needs/climate -Rewards for 5th Grade students: safety patrol, news show, flag bearer -Class Dojo (some faculty) -STAR3 student (district recognition) -CARE & DARE (programs supported by Randolph County Sheriff's Dept.) -Whole School Rules: hallway procedures, playground, cafeteria -Quarterly Awards: Caught Being Good, WORM, BRAIN, Character Counts!, BEP awards -Student "Bulldog" of the Month -Brag tags, individual classroom awards, prize box etc. | Limited Development 09/12/2017 | | |
| *How it will look when fully met:* | | When fully implemented all classrooms will incorporate Olweus lessons into their weekly plans. The guidance counselor will support the same themes in their weekly lessons and demonstrate vertical plans. 5th Grade students will continue to be recognized through extra responsibilities and student council. The school will implement whole school recognition for academics, good behavior and exemplary citizenship. All classroom teachers will maintain Olweus logs (to be collected at the end of the year). | | **Paul Masterson** | **06/07/2019** |
| **Actions** | | | 0 of 5 (0%) | | |
| 10/27/17 | | Olweus lessons will be taught weekly by the classroom teacher. | | Classroom Teachers | 01/18/2019 |
| *Notes:* | | | | | |
| 10/23/18 | | Guidance plans will support themes addressed in classroom Olweus (or Second Step) lessons. | | Paul Masterson | 01/18/2019 |
| *Notes:* | | | | | |
| 10/23/18 | | School-wide recognition assemblies will occur quarterly to recognize students for good character. | | Ginger Crites | 06/07/2019 |
| *Notes:* | | | | | |
| 10/23/18 | | School-wide quarterly recognition assemblies will include academic awards (BRAIN, WORM, 3rd - 5th grade Honor Roll) | | Ginger Crites | 06/07/2019 |
| *Notes:* | | | | | |
| 9/4/18 | | Guidance Counselor will create a Google log to track weekly Olweus lessons. Teachers will turn in the log at the end of the school year. | | Paul Masterson | 06/07/2019 |
| *Notes:* | | | | | |

| 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** |
| *Initial Assessment:* | During the 2017-2018 school year all certified staff met on Tuesday afternoons two times a month for vertical planning sessions. Classroom teachers meet once a week with Lead Teacher for a professional learning team time to review plans and student performance. Daily teachers have time in the schedule during student specials time to meet as a team to reflect on effective practice and plan lessons.<br><br>During the 2018-2019 school year, all certified staff will meet every Tuesday afternoon for vertical planning sessions. | Limited Development 09/10/2018 | | |
| *How it will look when fully met:* | Instructional teams will meet every week on Tuesday (3-4:30) for whole school planning (vertical planning). Teams will review plans, track student progress and create detailed plans to insure the implementation of effective practice. | | **Ginger Crites** | **06/07/2019** |
| **Actions** | | **0 of 4 (0%)** | | |
| 10/23/18 | Quarterly PLT led "Just in Time" professional development will allow certified staff to plan with the new NC standards. | | Kirsty Hughes | 05/10/2019 |
| *Notes:* | | | | |
| 10/23/18 | Tier 3 MTSS meetings will be scheduled bi-weekly to monitor individual student data and interventions. | | Paul Masterson | 05/17/2019 |
| *Notes:* | | | | |
| 9/10/18 | Weekly planning - Tuesdays for all certified staff. | | Ginger Crites | 06/07/2019 |
| *Notes:* | | | | |
| 9/10/18 | MTSS Tier 2 meetings scheduled weekly, if needed, with grade level professional learning teams to track and review student progress. | | Paul Masterson | 06/07/2019 |
| *Notes:* | | | | |

| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
|---|---|---|---|---|---|
| *Initial Assessment:* | | Grade levels work well in PLCS to work together and align lessons/assessments with standards. Post-tests are given but we will need to work towards giving more pre-tests to drive instruction.<br><br>During the 2018-2019 school year, we will increase student engagement with their student data notebook. | Limited Development 04/24/2017 | | |
| *How it will look when fully met:* | | Every grade level team would assess each new unit (across subject areas) pre-teaching and post-teaching to show growth and determine instructional needs. Data would be collected, discussed and reviewed to drive instruction and move students. | | **Kirsty Hughes** | **06/14/2019** |
| **Actions** | | | **1 of 6 (17%)** | | |
| | 9/12/17 | Grade level Professional Learning Communities will meet weekly with lead teacher. | Complete 09/06/2018 | Kirsty Hughes | 09/15/2018 |
| | *Notes:* | | | | |
| | 9/9/18 | Teachers will participate in curriculum update training sessions with lead teacher. | | Kirsty Hughes | 05/14/2019 |
| | *Notes:* | | | | |
| | 9/9/18 | Students will track their own progress through the use of a student data notebook. | | All Certified staff | 06/07/2019 |
| | *Notes:* | | | | |
| | 9/9/18 | Grade level Professional Learning Teams will create quarterly units of instruction aligned to the updated curriculum standards. | | Kirsty Hughes | 06/08/2019 |
| | *Notes:* | | | | |
| | 9/9/18 | Teachers will utilize BOY and EOY student data to plan instruction. | | All Teachers | 06/14/2019 |
| | *Notes:* | Weekly as needed based on topic being taught. | | | |
| | 9/9/18 | Grade level Professional Learning Teams will meet weekly as vertical Professional Learning Teams in order to develop aligned units of instruction. | | Ginger Crites | 06/14/2019 |
| | *Notes:* | | | | |

| | A2.05 | ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095) | Implementation Status | Assigned To | Target Date |
|---|---|---|---|---|---|
| Initial Assessment: | | All certified teachers maintain weekly lesson plans in the school Google Drive. Teachers should have all learning targets updated and posted weekly. | Limited Development 09/10/2018 | | |
| How it will look when fully met: | | ALL certified teachers will maintain rigorous detailed weekly lesson plans in the Google drive. ALL teachers will have learning targets posted in their rooms. Weekly planning will occur every Tuesday and allow staff to collaborate across teams and with support staff. | | Kirsty Hughes | 06/07/2019 |
| Actions | | | 0 of 3 (0%) | | |
| | 10/23/18 | Quarterly PLT led "Just in Time" professional development will allow certified staff to plan with the new NC standards as weekly lesson plans are created. | | Kirsty Hughes | 04/10/2019 |
| | Notes: | | | | |
| | 9/10/18 | Administration will regularly review lesson plans and provide feedback. | | Ginger Crites | 06/07/2019 |
| | Notes: | | | | |
| | 9/10/18 | All certified staff will maintain weekly plans in the Google drive. Plans will include CCSS and learning targets specific to each lesson. | | Kirsty Hughes | 06/07/2019 |
| | Notes: | | | | |

| Core Function: | Dimension A - Instructional Excellence and Alignment | | | |
|---|---|---|---|---|
| **Effective Practice:** | Data analysis and instructional planning | | | |
| **A3.06** | **ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)** | **Implementation Status** | **Assigned To** | **Target Date** |
| *Initial Assessment:* | Data capture logs record Tier 2 students, student data notebooks (vary across grade levels), NC Check-Ins and Schoolnet data helps track student progress, interims and report cards, PowerSchool grade book (Grades 3-5), MTSS paperwork, mCLASS information and progress monitoring graphs. | Limited Development 09/10/2018 | | |
| *How it will look when fully met:* | All students will maintain an individual data notebook and be able to explain the contents. Every student will be able to set themselves a learning goal. Data notebooks will be shared 1-1 in student led conferences between child and adult. All 3-5 teachers will regularly update their PowerSchool grade book. Grades will directly reflect individual student mastery. K-2 teacher will maintain paper grade books and interim progress reports. mCLASS data will be utilized to inform parents of reading progress through monitoring graphs and Home Connect letters. Kindergarten teachers will track progress in the first 60-days using the KEA platform. 3-5 teachers will use NC Check-Ins data to track mastery of specific standards in ELA and Math. | | Kirsty Hughes | 06/07/2019 |
| **Actions** | | **0 of 5 (0%)** | | |
| 9/10/18 | All grade levels will host one student led conference to highlight student growth. | | Kirsty Hughes | 03/27/2019 |
| Notes: | | | | |
| 9/10/18 | Teachers in Grades K-3 will pilot the NC ENSI math assessments and track student math progress | | Kirsty Hughes | 03/27/2019 |
| Notes: | | | | |
| 9/10/18 | Students in Grades 3-5 will take the NC Check-Ins Math to track mastery in specific standards. | | Kirsty Hughes | 04/01/2019 |
| Notes: | | | | |
| 9/10/18 | Students in Grades 4-5 will take the NC Check-Ins ELA to track mastery in specific standards. | | Kirsty Hughes | 04/01/2019 |
| Notes: | | | | |
| 9/10/18 | 3-5 teachers maintain updated grade books in PowerSchool. | | Kirsty Hughes | 06/07/2019 |

| | 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: | Teachers plan differentiated instruction for all lessons. They are also involved in MTSS to track data and set targeted interventions.<br><br>During the 2017-2018 school year a chart was created that show how many students are at each Tier throughout the K-5 classrooms. | Limited Development 04/24/2017 | | |
| How it will look when fully met: | By the end of the end of the 2017-2018 school year, TES will create and implement tiered structured support for classroom teachers.<br><br>As of April 2018, Trinity Elementary continues to make progress towards a more structured MTSS system across the school. As part of a district MTSS pilot this year we have made big strides towards a more consistent program, but still have much to work on. | | Paul Masterson | 06/14/2019 |
| Actions | | 3 of 6 (50%) | | |
| 10/24/17 | Increase Parent Communication regarding all Tiers of the MTSS process. | Complete 05/31/2018 | Paul Masterson | 05/31/2018 |
| Notes: | mCLASS Home Connect letters<br>Read to Achieve K-3 Parent Notification<br>3/4 Transition Monthly progress letters<br>Tier 2 home letter about interventions in place | | | |
| 5/23/17 | Tier 3: MTSS Problem-Solving (pilot program) Team meetings providing Tier 3 support. | Complete 06/08/2018 | Paul Masterson | 06/08/2018 |
| Notes: | | | | |
| 1/9/18 | Create a K-5 Google tracking document for individual classrooms. | Complete 06/12/2018 | Paul Masterson | 06/14/2018 |
| Notes: | Document will be uploaded when fully implemented. | | | |
| 5/23/17 | Tier 1: Data Captures documenting classroom performance, student needs, and documented interventions. | | Paul Masterson | 06/07/2019 |

| | | | | | Assigned To | Target Date |
|---|---|---|---|---|---|---|
| | | *Notes:* | Guided Reading<br>Math Stations<br>Data Capture sheets<br>Fluency groups<br>Individualized word sorts<br>mCLASS Progress Monitoring | | | |
| | | 5/23/17 | Tier 2: Bi-monthly PLC meetings with Guidance counselor (with agenda and minutes) documenting Tier 2 instruction and interventions. | | Paul Masterson | 06/07/2019 |
| | | *Notes:* | Remediation time in the schedule<br>Education Galaxy (Lift Off!) meets individual needs<br>Reading Specialist<br>Fluency Groups<br>Accuracy Groups<br>Comprehension Groups | | | |
| | | 9/4/18 | Create and maintain a binder of evidence based intervention strategies to have ready for teachers to use during MTSS meetings. | | Paul Masterson | 06/07/2019 |
| | | *Notes:* | | | | |
| | | **A4.03** | **Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)** | **Implementation Status** | **Assigned To** | **Target Date** |
| *Initial Assessment:* | | | Differentiated Instruction is occurring in core classrooms. Data captures are used to monitor below grade level student progress. Students who are not making progress are referred to Tier 2 PLC discussion and strategy intervention is developed. Progress of interventions is monitored and adjusted. If there is no progress students are moved to Tier 3 for intensive daily intervention. Data throughout the process is utilized to determine the need for Special Education evaluation. | Full Implementation 09/09/2018 | | |

| | | 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 |
|---|---|---|---|---|---|---|
| Initial Assessment: | | | As of August 2018, TES incorporates quarterly awards assemblies (WORM, BRAIN, Honor Rolls), utilizes classroom and hallway displays to recognize student achievements. Students are recognized with the annual science fair for 5th grade students. Students are recognized with PAWsome awards. 3-5th grade students compete in our annual spelling bee. | Limited Development 09/10/2018 | | |
| How it will look when fully met: | | | When fully met teachers will incorporate awards incentives to recognize student growth and learning. Students will be recognized on morning and afternoon announcements for individual accomplishments. Students will share their student data notebook anually with parents/significant adults. | | Ginger Crites | 06/07/2019 |
| Actions | | | | 0 of 4 (0%) | | |
| | | 9/10/18 | Students in all grade levels will share their own student data notebook with a parent/significant adult one time during the school year. (Student led conference) | | Kirsty Hughes | 02/28/2019 |
| | Notes: | | | | | |
| | | 10/23/18 | Classrooms will practice a student led conference utilizing their student data notebook. | | Grade Level Chairs | 04/24/2019 |
| | Notes: | | | | | |
| | | 9/10/18 | Classroom teachers will identify a student for a PAWsome award one time during the school year. | | Ginger Crites | 06/07/2019 |
| | Notes: | | | | | |
| | | 10/23/18 | Students will interact with their own student data notebook multiple times throughout the school year in order to increase student knowledge of their own data. | | Kirsty Hughes | 06/07/2019 |
| | Notes: | | | | | |

| KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
|---|---|---|---|---|---|
| *Initial Assessment:* | | Our teachers are currently implementing Olweus and Second Step lessons. Students receive CARE and DARE programming as well, and see our guidance counselor for lessons on a regular basis.<br><br>As of the 2018-2019 school year, classroom teachers are teaching Olweus and Second Step Lesson weekly. | Limited Development 04/24/2017 | | |
| *How it will look when fully met:* | | Teachers incorporate Olweus lessons in every classroom weekly to address social and emotional needs within the classroom community and in response to school surveys. The guidance counselor meets the needs of the community through lessons and outreach projects. | | **Paul Masterson** | **06/12/2020** |
| *Actions* | | | 3 of 6 (50%) | | |
| | 9/5/18 | Students referred to the school nurse for needs. | Complete 08/27/2018 | Shannon Heiney | 08/27/2018 |
| | *Notes:* | Students referred daily if needed. | | | |
| | 9/5/18 | Classroom teachers utilize a variety of strategies for managing behavior within their own classroom. Behavior plan for classrooms are developed at the beginning of the school year. | Complete 09/04/2018 | Ginger  Crites | 09/15/2018 |
| | *Notes:* | | | | |
| | 9/5/18 | Guidance schedules individual and group meetings per student needs throughout the school year. | Complete 09/04/2018 | Paul Masterson | 09/15/2018 |
| | *Notes:* | Guidance Counselor meets with individuals or groups as needed. | | | |
| | 9/5/18 | Families who seek Christmas assistance through the school are referred to proper agencies for assistance. | | Paul Masterson | 12/15/2018 |
| | *Notes:* | | | | |
| | 9/12/17 | MTSS strategies are developed for individual students in regards to behavior as needed. | | Paul Masterson | 06/12/2019 |
| | *Notes:* | | | | |
| | 9/5/18 | Communities In Schools (CIS) volunteers are partnered with students for various needs including academic tutors, lunch buddies, and other areas as needed. | | Paul Masterson | 06/15/2019 |
| | *Notes:* | Monitored monthly by guidance counselor. | | | |

| 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: | | TRANSITION PROGRAMS • Kindergarten registration • Pre-K visits • Staggered entry in Kindergarten • Braxton Craven band perform for 5th Grade • Braxton Craven visit for rising 6th Grade • Title 1 Transition night allow students and parents learn about the next grade level • Braxton Craven Principal meets rising-6th grade students in their classrooms • Schoolwide tours w/Data Manager • 5th Grade blocking • FSC transition to Archdale Trinity Middle School • Bi-monthly vertical planning opportunities • Open House & Meet the Teachers • Title 1 Parent Involvement Nights (x 4 yearly) • Student Data Notebooks: encourage long-term goals (CCR) | Limited Development 09/12/2017 | | |
| How it will look when fully met: | | When fully implemented transition programs will be evident in all master calendar months; students will be moving throughout the quadrant area and visiting schools.  There will be an increase in the pre-K programs visiting our Kindergarten classes, Kindergarten registration will yield higher numbers and applications will be completed before the end of the school year. The Middle School staff will visit our 5th Grade students at least twice a year, sharing ideas and answering questions. Teachers from 6th Grade will visit our 5th Grade team and vice versa. Alumni will be encouraged to return to TES as graduating High Schoolers, DARE speakers, readers, and High School helpers and to walk the halls dressed in cap and gown to celebrate high school graduation. | | Kirsty Hughes | 06/12/2020 |
| Actions | | | 2 of 6 (33%) | | |
| | 9/9/18 | Title 1 Transition night scheduled in spring of year | Complete 05/01/2018 | Kirsty Hughes | 05/24/2018 |
| | Notes: | | | | |
| | 10/23/18 | Former Flag Bearer, TES alumni, and Randolph Early College Graduate will train flag bearers in treatment of flag and proper procedure when raising and lowering the US and NC flags each day. | Complete 08/30/2018 | Ginger  Crites | 09/14/2018 |
| | Notes: | | | | |
| | 10/23/18 | Students will become more involved with their own academic growth and accomplishments through increased tracking of data in their K-5 Student Data Notebook. Each classroom will host a student led data notebook parent conference event. | | Kirsty Hughes | 04/12/2019 |
| | Notes: | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 10/23/18 | Kindergarten will reach out to area Pre-K programs to invite students for a visit to Kindergarten in the spring. | | | Julie Haisman | 05/10/2019 |
| | Notes: | | | | | |
| | 10/23/18 | Current High School seniors from RCSS schools who are also TES alumni will be invited to walk the hallways of TES while dressed in graduation gowns and caps. This will encourage and promote high school graduation. | | | Ginger Crites | 06/07/2019 |
| | Notes: | | | | | |
| | 10/27/17 | 5th grade teachers will visit Braxton Craven Middle two times a year to share ideas and answer questions. | | | Kim Flippen | 06/12/2020 |
| | Notes: | | | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | | |
|---|---|---|---|---|---|---|
| Effective Practice: | | Strategic planning, mission, and vision | | | | |
| | KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | 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 04/24/2017 | | |

| 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 School Improvement Team meets at least once a month already making decisions that directly affect student achievement. Meetings typically last 30 minutes to 1.5 hours. | Limited Development 04/24/2017 | | |
| | | Priority Score: 1      Opportunity Score: 3      Index Score: 3 | | | |
| How it will look when fully met: | | When fully implemented the Leadership Team will have substantial evidence to show that meetings are held regularly (bi-monthly) with a specific agenda, roster, and detailed minutes - all recorded in the NCStar site. | Objective Met 10/08/18 | Ginger Crites | 06/08/2018 |
| Actions | | | | | |
| | 10/27/17 | Leadership meetings are scheduled and the team meet at least twice a month. All documentation is recorded in the NC Star site. | Complete 04/30/2018 | Ginger Crites | 04/30/2018 |
| Notes: | | | | | |
| Implementation: | | | 10/08/2018 | | |
| Evidence | | 4/30/2018 All evidence in is NCStar. | | | |
| Experience | | 4/30/2018 SIT meets regularly twice a month. All minutes and documentation is housed within the NCStar program. | | | |
| Sustainability | | 4/30/2018 We will continue our twice monthly meetings. | | | |

| 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 | |
| Initial Assessment: | Grade levels have daily instructional planning time and a weekly PLT with the Lead Teacher. Teachers also attend twice monthly vertical planning sessions. The School Improvement Team mandated two days for professional development which is designed for teachers according to their interests and needs. | Full Implementation 04/24/2017 | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|---|---|---|---|---|---|---|
| Effective Practice: | | | Monitoring instruction in school | | | |
| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Ms. Crites and Ms. Cagle conduct routine walk-throughs (formal and informal) of classrooms and provide teachers with various kinds of feedback.<br><br>The administrative team document all formal observations through True North Logic (TNL). Informal walk-throughs also include notes and informal feedback with the teacher.<br><br>Administrative team add notes to Google lesson plans and provide feedback on all report cards (quarterly). | Full Implementation 04/24/2017 | | |

| 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:* | Teachers already regularly participate in data sessions with grade level teams, the Lead Teacher, and specialists from the county office. There are multiple data walls in the Lead Teacher's room that are updated quarterly. | Limited Development 04/24/2017 | | |
| *How it will look when fully met:* | TES will improve overall school performance to 65% proficiency.<br><br>April 2018: We are still working on maintaining a detailed data room. Data is collected and provided to teachers. They reflect and analyze. We still need to adapt the scheduling for next year to allow for more routine data analysis directly related to that posted in the data room.<br><br>September 2018: This week as BOY data comes in, we will start to discuss how we want to best utilize the school data wall to track our reading needs. | | **Ginger  Crites** | **06/14/2019** |
| **Actions** | | **10 of 12 (83%)** | | |
| 10/10/17 | School will create a school-wide reading incentive to encourage daily reading at home.  Monthly reading calendars will begin in November and run through May. | Complete 04/30/2018 | Stephanie Leach | 05/31/2018 |
| *Notes:* | | | | |
| 5/23/17 | Teachers will continue to implement math stations to target student skills and needs. | Complete 06/08/2018 | Ginger  Crites | 06/08/2018 |
| *Notes:* | Math stations are fully implemented in K-5. Evidence is shown in observational notes and classroom lesson plans. | | | |
| 5/23/17 | The Lead Teacher will use data from Education Galaxy to implement an incentive program. | Complete 06/08/2018 | Kirsty Hughes | 06/08/2018 |
| *Notes:* | T-shirts will be funded by the PTA for those students who make it to Galactic Hero.<br>Whole tracking wall is in place for all students in Grades 1-5. | | | |
| 9/12/17 | Lead Teacher and Administration will meet with 5th grade teachers to discuss current curriculum needs based on professional concerns and/or data. | Complete 06/08/2018 | Kirsty Hughes | 06/08/2018 |

| | | | | | |
|---|---|---|---|---|---|
| | *Notes:* | Mrs. Hughes will collaborate with the grade level chair Kim Flippen, to discuss progress with the meetings. | | | |
| | 9/12/17 | Lead Teacher and Administration will meet with 4th grade teachers to discuss current curriculum needs based on professional concerns and/or data. | Complete 06/08/2018 | Kirsty Hughes | 06/08/2018 |
| | *Notes:* | Mrs. Hughes will collaborate with the grade level chair, Christine Moss to discuss progress with the meetings. | | | |
| | 9/12/17 | Lead Teacher and Administration will meet with 3rd grade teachers to discuss current curriculum needs based on professional concerns and/or data. | Complete 06/08/2018 | Kirsty Hughes | 06/08/2018 |
| | *Notes:* | Lead Teacher will meet with Christin Frank (Grade Chair). | | | |
| | 9/12/17 | Lead Teacher and Administration will meet with 2nd grade teachers to discuss current curriculum needs based on professional concerns and/or data. | Complete 06/08/2018 | Kirsty Hughes | 06/08/2018 |
| | *Notes:* | Lead Teacher will meet with 2nd Grade team (Grade Chair: Johnna Safriet) | | | |
| | 9/12/17 | Lead Teacher and Administration will meet with 1st grade teachers to discuss current curriculum needs based on professional concerns and/or data. | Complete 06/08/2018 | Kirsty Hughes | 06/08/2018 |
| | *Notes:* | Lead Teacher will work with grade level team (Grade Chair: Cynthia Brock) | | | |
| | 9/12/17 | Lead Teacher and Administration will meet with Kindergarten teachers to discuss current curriculum needs based on professional concerns and/or data. | Complete 06/08/2018 | Kirsty Hughes | 06/08/2018 |
| | *Notes:* | Lead Teacher will meet with Kindergarten Team (Grade Chair: Stephanie Leach) | | | |
| | 9/12/17 | Lead Teacher and Administration will meet with BEP/Specials teachers to discuss current curriculum needs based on professional concerns and/or data. | Complete 06/08/2018 | Kirsty Hughes | 06/08/2018 |
| | *Notes:* | Lead teacher/Principal will meet with special teachers (Weavil, Mintel, Masterson, Ingram, Dobias, Leach) | | | |
| | 5/23/17 | Grades K-5 will homogeneously group students across the grade level for guided reading. | | Ginger Crites | 06/08/2019 |

| | | | | |
|---|---|---|---|---|
| *Notes:* | Everyone is up and running! Ability grouping is also happening vertically for those students well-below and well-above reading.<br><br>April 2018: Grade 2 and Grade 5 are implementing this across their team. Other grades are working with their extreme (AGL and BGL) but still need encouragement to fully implement ability grouping across the whole grade level. | | | |
| 9/9/18 | Classroom teachers will utilize an updated data capture on specific students based on needs. Data captures will be discussed during PLT meetings. | | Kirsty Hughes | 06/08/2019 |
| *Notes:* | | | | |

| 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** |
| *Initial Assessment:* | Recruiting ▢ Positions are advertised/posted on a variety of websites, including the RCSS 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, etc. ▢ The LEA recruits student teachers within RCSS. ▢ The LEA provides possible offers of early contracts. ▢ The new graduate list is shared with principals. ▢ Principals make recommendations for employment Evaluating▢ All BT and new employees are trained on the NC Teacher Evaluation Model.▢ School and District level walkthroughs occur throughout the school year.▢ The LEA follows district and state guidelines/laws. ▢ HR meets with principals to review staffing plans. Rewarding▢ Pride Pens ▢ Star 3 Recognitions ▢ BT of the Year ▢ Teacher of the Year ▢ Distinguished Educator ▢ Outstanding Employee ▢ Retirement Banquet ▢ Bus Driver Award ▢ Custodian Award ▢ Recognition on Social Media Replacing ▢ Recruitment plan ▢ Value/utilize retirees ▢ HR interviews/recommends guidelines | Full Implementation 04/24/2017 | | |

| Core Function: | Dimension E - Families and Community | | | |
|---|---|---|---|---|
| **Effective Practice:** | **Family Engagement** | | | |
| **KEY** **E1.06** | **The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)** | **Implementation Status** | **Assigned To** | **Target Date** |
| *Initial Assessment:* | The school formally communicates with parents through interim reports, report cards, and mClass Home Connect letters. The principal sends a bi-monthly newsletter to parents which highlights different aspects of the curriculum (Principal change: done until January 2019). Teachers can communicate with parents about behavior through Class Dojo (optional) or through other online platforms. We take advantage of our interpreter for conferences and night programming. The school implements four Title 1 nights each school year as well as a Meet the Teacher event and a PTO Open House. Grade Level teams send out quarterly newsletters to all students. Administration sends out a weekly message via School Messenger. Leadership team has created a Google spreadsheet to monitor parental involvement and collect data for comparison. The media specialist maintains an updated school website with calendar details and upcoming events.<br><br>NEW 2018-2019: all students have a communication folder (provided by the PTA) to send home daily messages between families and teachers. | Limited Development 04/24/2017 | | |
| *How it will look when fully met:* | Communication efforts continue to be a priority for staff and faculty at Trinity Elementary. This year, teachers have been asked to reach out to parents with a positive call before the end of the first quarter. We continue to implement Student Data Notebooks with a focus this year on hosting one student led conference during the academic year. | | **Kirsty Hughes** | **06/07/2019** |
| **Actions** | | **4 of 5 (80%)** | | |
| 5/23/17 | Grade-levels will create a quarterly curriculum newsletter to send home to communicate with parents what their child will be learning that quarter. | Complete 04/03/2018 | Ginger Crites | 04/03/2018 |
| *Notes:* | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | 5/23/17 | 1st Quarter Parent-Teacher conferences (mandatory for all students) 3rd Quarter Parent-Teacher conferences mandatory for at-risk students (data from MOY and Data Captures) | Complete 04/24/2018 | Ginger Crites | 04/24/2018 |
| | *Notes:* | Schedules turned in to Administration. Documentation is also maintained in the Title 1 box. | | | |
| | 5/23/17 | Title 1 Compacts | Complete 06/08/2018 | Kirsty Hughes | 06/08/2018 |
| | *Notes:* | All Compacts will be turned in for Title 1 documentation before or by May 9, 2018. | | | |
| | 5/23/17 | All teachers will keep up-to-date parent logs | Complete 06/13/2018 | Classroom Teachers | 06/13/2018 |
| | *Notes:* | | | | |
| | 9/10/18 | Each grade level will implement a student led parent conference to allow students to share their individual data notebooks. | | Kirsty Hughes | 03/28/2019 |
| | *Notes:* | | | | |

| 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:* | | As of August 2018, Trinity Elementary School provides communication to the community through newsletters, weekly calls, peach jar, and the school website. Classroom teachers use newsletters, computer/phone applications, phone calls to provide information to parents. The principal sends weekly phone call messages to families to highlight events. The school provides opportunities for the community to come for Title 1 Nights, PTA, and parent engagement. | Limited Development 09/10/2018 | | |
| *How it will look when fully met:* | | The school will send a variety of communication through phone messages, newsletters, social media, an updated website, and meetings/events. | | **Ginger  Crites** | **06/07/2019** |
| *Actions* | | | 1 of 5 (20%) | | |
| | 9/10/18 | Create a school Twitter page | Complete 10/12/2018 | Judi Cagle | 12/15/2018 |
| | *Notes:* | | | | |

| | | | | |
|---|---|---|---|---|
| 10/23/18 | School Improvement Team members will select students who personify the spirit of a true TES bulldog. Selected students will be invited to "Bulldog Lunch with Leaders" event. | | Kim Flippen | 03/15/2019 |
| Notes: | | | | |
| 10/23/18 | Collaborate with area schools, RCSS county office, PTA, CIS, Trinity Memorial United Methodist Church, Archdale Trinity Tax Council members, and RCSS School Board to identify area leaders to invite to "Bulldog Lunch with Leaders" event. | | Judi Cagle | 03/27/2019 |
| Notes: | | | | |
| 10/23/18 | Ms. Crites and Mrs. Hughes will meet with selected students prior to "Bulldog Lunch with Leaders" event. Discussion of questions to ask, meeting etiquette, and appropriate dress. | | Ginger Crites | 04/23/2019 |
| Notes: | | | | |
| 9/10/18 | Host a "Bulldog Lunch with Leaders" event for students to interact with community leaders. | | Ginger Crites | 05/10/2019 |
| Notes: | | | | |

# RANDOLPH
## County School System

School: Trinity Elementary School

School Year:       2018-2019

Local Board Approval Signature: _____

**SCHOOL IMPROVEMENT TEAM MEMBERSHIP**

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

| Committee Position | Typed Name | Signature | Date |
|---|---|---|---|
| Principal | Ginger Crites | | |
| Assistant Principal | Judi Cagle | | |
| Lead Teacher | Kirsty Hughes | | |
| Media Specialist | Stephanie Leach | | |
| School Counselor | Paul Masterson | | |
| Kindergarten Teacher | Julie Haisman | | |
| First Grade Teacher | Shanda Myers | | |
| Second Grade Teacher | Cynthia Vawter | | |
| Third Grade Teacher | Christin Frank | | |
| Fourth Grade Teacher | Christine Moss | | |
| Fifth Grade Teacher | Kim Flippen | | |
| EC Teacher | Chris Pond | | |
| Teacher Assistant | Sharon Pencola | | |
| Teacher Assistant | BJ McDowell | | |
| Parent | Ashley Vickers | | |
| Parent | Marsha Jarrett | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# NCStar/SIP Mandatory Components

School Name: Trinity Elementary School

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.

Trinity Elementary School is requesting a waiver for duty-free lunch period – Classroom teachers do not have morning duties and afternoon duties occur on a 5 week rotation.

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.

Classroom teachers have 45 minutes of daily planning time and 90 minutes of vertical planning time each week for a total of 5 hours 15 minutes of duty-free instructional planning each week.

Transition Plan for At-Risk Students
☒  Elementary to Middle School
☐  Middle School to High School
Please describe transition plan below.

Vertical Principal visits between middle and elementary school. Braxton Craven Middle School Principal visits Trinity elementary school including 5th grade students twice a year. Title 1 Parent Transition Night includes a visit from Braxton Craven Middle School staff to talk to rising 6th grade families and students.

| |
|---|
| **Safe School Plan for** |
| **Trinity Elementary School** |
| 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).** |

| |
|---|

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:
**The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.**

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:
**Short-Term (less than 15 days):**
Middle and high school students are provided an educational alternative setting.  During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.
**Short-Term (minimum of 15 days):**
Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions.  During this time, students are also provided assistance with their class work.  Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.
**Long-Term Suspended:**
Schools will follow the Randolph County School System Alternative Education Options procedures.

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

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

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

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

Milestone Date:  **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

| In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs): |
|---|

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

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

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

| Professional Development | Planned/Completed | | | |
|---|---|---|---|---|
| **Safe School Training** | | | | |
| **MTSS Training** | | | | |
| **Data Analysis** | | | | |
| | | | | |

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

**Maintain the Sheriff's Department as a community partner as it continues to provide:**

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

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

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

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