



**Grays Chapel 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. Randolph County School System Vision Statement The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: • All students can learn; • All students will be taught in a safe and nurturing learning environment; • All students deserve a teacher who is qualified and well-prepared; • All students deserve access to instructional resources managed in a fiscally-responsible manner; and • All stakeholders share the responsibility and accountability for student learning.

Vision Statement for the Randolph County School System

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;

**Vision:** All students will be taught in a safe and nurturing learning environment;

All students deserve a teacher who is qualified and well-prepared;

All students deserve access to instructional resources managed in a fiscally responsible manner; and

All stakeholders share the responsibility and accountability for student learning.

### Goals:

Randolph County School System Goal 2019 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			
		A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for	Implementation Status	Assigned To	Target Date

			students.(5086)			
Initial Assessment:			<p>Our K-5 teachers collect students' current academic knowledge and understanding through the use of instructional team designed pre-tests. The results of these tests are used to determine the current level of understanding and drive teacher instruction in helping both student and teacher to set goals for mastery.</p> <p>Our teachers need to be able to swiftly gather information about each student and then adjust accordingly. This is a huge task, and is one of the reasons the instructional team can be a huge support system for the teachers. When they can collaborate and plan together in their PLT's, it makes the work manageable.</p>	Limited Development 09/16/2018		
How it will look when fully met:			For differentiation to be effective, teachers need to know, for each student, where that student begins and where he or she is in his or her journey towards meeting the success criteria of the lesson. One way in which teachers collect this information on where a student is in his or her understanding is through the use of instructional team designed pre-tests. The results of these tests can be used to determine the current level of understanding and help both student and teacher to set goals for mastery. Learning activities and assignments given to each student target student's level of mastery. They should be carefully aligned with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test. An Instructional Team's unit plans include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and criteria for mastery. These activities become part of their instructional toolbox as they plan and consider each student's options for the best learning environment for them.		Shelley Stover	06/07/2019
Actions				1 of 2 (50%)		
	9/16/18	Develop pre- & post assessments for each learning unit in each grade level.		Complete 10/31/2018	Shelley Stover	11/01/2018
Notes: Teachers will develop pre and post assessments for each unit they						

			teach to assist them in forming their reading and math groups during our foundational time and class time as well.			
9/20/18			Complete New Standard RCSS Modules		Shelley Stover	06/07/2019
			<i>Notes:</i> Collaboratively with each grade level, we will complete and study new ELA and Math Modules for each quarter.			
		<b>A1.06</b>	<b>ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>Teachers at Grays Chapel show evidence of the strength of their instruction through various instructional elements, mastery learning techniques, direct instruction, and graded homework. Teachers employ techniques such as providing cues, which are helpful in activating prior knowledge and alerting students to important information. Connecting to prior knowledge is not only helpful in organizing new learning, but increases students' interest in the topic. Teachers provide visuals, including anchor charts to help provide scaffolding for the incorporation of new material to be introduced to students. These visuals take such forms as graphic organizers, lists, and statements abstracting the material. Teacher-directed, small-group instruction is an effective follow-up to the whole-class presentation, enabling the teacher to focus instructional attention on the particular requirements of homogeneous groups of students. The groupings are fluid, rearranged frequently in response to particular learning needs. Because groups are formed to address particular learning needs, they will vary from time to time in number of members and in the time devoted to them. Small groups may also be employed for student-directed learning, with instructions provided by the teacher, and are especially effective for cooperative learning and peer-to-peer learning.</p>	Limited Development 09/16/2018		
<i>How it will look when fully met:</i>			High expectations for all staff and students are implemented through collaborative planning of instruction in all areas. Our teachers provide sound instruction in a variety of modes: teacher-directed whole-class, teacher-directed small-group, independent work, Problem Based Learning in partners and/or groups, and computer-based instruction. Each grade level plans together and completes all new standard modules collaboratively.		Shelley Stover	06/07/2019
<b>Actions</b>				<b>0 of 1 (0%)</b>		
9/16/18			Grade Level Planning		Shelley Stover	06/07/2019

	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
<b>Initial Assessment:</b>			<p>The key to classroom management is prevention. We strive to incorporate activities to clearly define classroom expectations, routines and procedures. Teachers practice transitions with students and model respectful behavior. Classroom management plans and consequences are posted in each classroom. Parents are notified before students are referred to the office unless the situation is an automatic office referral such as a fight. If an office referral is needed, a teacher or assistant may bring the student to the office or contact an administrator or member of the office staff to come to the student. Teachers strive to maintain a conducive, well-disciplined learning environment. The entire staff works cooperatively and consistently to enforce school rules, standards, expectations, and procedures. Staff support each other in attaining and maintaining a desired learning climate. All students throughout the school setting are part of each staff member's responsibility. If a student is becoming a consistent discipline problem, teachers record and retain a record of the student's behavior – date, time, offense and action taken. Teachers make parent contact, phone calls, conferences, and/or notes home with signatures requested. Behavior records and parent conference forms are shared with administration prior to the situation developing into a crisis situation. When several interventions have been exhausted to correct a discipline problem (i.e. change in seating, conference with student, and timeout in the classroom-not in the halls or outside the classroom door, timeout in another classroom, parent contact, and R&amp;R) an office referral occurs and attempts are made by the administration to correct the problem.</p>	Limited Development 09/11/2017		
			<p>Priority Score: 2                      Opportunity Score: 2                      Index Score: 4</p>			
<b>How it will look when fully met:</b>			<p>As a Leadership Team we will monitor our classroom management and discipline referrals during the year through written documentation and input into Power School. We will review this data quarterly and consider classroom management changes as the needs arise. Our objective is to see a decrease in discipline write-ups and office referrals.</p> <p>At the beginning of each school year, our teachers spend a considerable amount of time building a strong classroom community and setting high expectations for their students by establishing their classroom norms, providing many opportunities for students and themselves to get to know one another better. and set learning goals for the school</p>	Objective Met 09/20/18	Lori Johnson	06/08/2018

year. It is important to note that their social and emotional learning is important to each student in order to:

- ☑ Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors
- ☑ Manage emotions—regulate feels so that they aid rather than impede the handling of situations
- ☑ Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans
- ☑ Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity
- ☑ Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others
- ☑ Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups
- ☑ Negotiate fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned
- ☑ Refuse provocations—conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior
- ☑ Seek help—identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals
- ☑ Act ethically—guide decisions and actions by a set of principles or standards

Beyond these social/emotional skills, each classroom collaborates and establishes their own set of "rules for conduct" about how they will act, treat one another, and the consequences for inappropriate classroom behavior.

Actions				
9/11/17	Set-up a reporting spread sheet to review discipline data monthly/quarterly with the Leadership Team.	Complete 06/29/2018	Lori Johnson	06/30/2018
Notes: See Discipline Data Spreadsheet in Documents Upload in A1.07 folder.				

<b>Implementation:</b>		09/20/2018		
<b>Evidence</b>	<p>9/11/2018</p> <p>Our school attendance percentage leads the county for our elementary schools and our discipline issues are very minimal at the administrative level. We had only two short-term suspensions during the 2017-18 school year. See Discipline Data Spreadsheet in Documents Upload in A1.07 folder.</p>			
<b>Experience</b>	<p>9/11/2018</p> <p>This goal was fairly easy to accomplish because our staff does such a good job getting acquainted with their students; building a strong classroom community; and dealing positively with classroom challenges and discipline.</p>			
<b>Sustainability</b>	<p>9/11/2018</p> <p>We will continue to focus on building and sustaining a strong sense of our classroom and school communities and maintaining high expectations for our students academic achievement.</p>			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently meet as grade level professional learning teams (PLTs) on a weekly basis. Grade levels follow Randolph County School System pacing guide with instruction aligned to MCLASS and end of grade assessments. All grade level teams plan collaboratively together each week. By the end of the 2018-19 school year, all grade levels will utilize pre and post assessments in reading and math subject areas. In 2017-18, we worked on vertical alignment in reading targeting how the anchor standard progresses throughout grades Kindergarten through 5th grade.	Limited Development 05/03/2017		
How it will look when fully met:			During the 2018-19 school year, each grade level will continue to meet and plan collaboratively during their grade level planning time each day. We will follow the Randolph County School System pacing guide with instruction aligned to MCLASS and End of Grade testing. We will provide monthly opportunities for vertical planning focusing on math		Shelley Stover	06/07/2019

	and reading standards from kindergarten through 5th grade. The vertical planning will also include our certified support staff. The vertical planning involving all grade levels will help improve core instruction in reading and math.			
<b>Actions</b>		<b>1 of 3 (33%)</b>		
8/26/18	Vertical planning objectives and dates will be on our PLT meeting agenda for the 2018-19 school year	Complete 09/07/2018	Shelley Stover	09/11/2018
<i>Notes:</i>				
8/28/18	New Standard Modules/Planning Documentation		Shelley Stover	06/07/2019
<i>Notes:</i>				
8/28/18	Vertical Walkthroughs		Ross Reaves	06/07/2019
<i>Notes:</i>				

<b>Core Function:</b>			<b>Dimension A - Instructional Excellence and Alignment</b>		
<b>Effective Practice:</b>			<b>Student support services</b>		
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			Our school uses Multi-Tiered System Support to focus on student response to instructional practices. We then focus on the supplemental and intensive interventions to ensure learning and individual student needs are met. The MTSS process allows our teachers to better determine if a student's academic challenges are factors other than a learning disability and how to nurture those needs and grow the student. MTSS promotes school improvement through engaging, research-based academic and behavioral practices. We must implement effective teaching practices and align them to the same standards and skills as their peers in other tiers of intervention. MTSS uses data-driven problem-solving to maximize growth and learning for all through tiered interventions, tailored assignments, and/or smaller groups and by tracking the data and progression of the student.	Limited Development 05/03/2017	
			Priority Score: 3      Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>			MTSS will be used by teachers in the school to implement a tiered instructional system to meet students' needs. All students in our building are in Tier I of MTSS and will be monitored if needs are present. Team members will include our MTSS team, as well referring	<b>Objective Met 09/11/18</b>	<b>Shelley Stover 06/08/2018</b>



			classroom teacher. The team will collaborate with the classroom teacher to develop and implement specific strategies for referred students. The classroom teacher will implement strategies recommended and will present data back to the MTSS team to measure growth. The MTSS team will collaborate to determine if the student will move tiers. Evidence to indicate when the objective is fully met include written strategies, data analysis during the interventions, agendas and minutes from MTSS meetings, materials used to implement strategies.			
<b>Actions</b>						
	6/28/17	Schedule will be created for monthly MTSS meetings.	Complete 08/25/2017	Ross Reaves	08/28/2017	
<i>Notes:</i> MTSS Team meets one Tuesday each month.						
	6/28/17	Teachers will review cumulative folders to identify any students "red-flagged" for MTSS process by previous teacher or last year's MTSS team. Teachers will relay this information to the MTSS chairperson. MTSS chairperson will update School Improvement Team representative responsible for this task.	Complete 09/05/2017	Shelley Stover	09/29/2017	
<i>Notes:</i>						
	6/28/17	MTSS chairperson will record information presented and submit agendas, minutes, strategies with members from School Improvement Team once each month.	Complete 11/13/2017	Shelley Stover	06/08/2018	
<i>Notes:</i>						
	8/28/18	The MTSS team collaborates to determine if the student will moves tiers. Evidence to indicate when the objective is fully met include written strategies, data analysis during the interventions, agendas and minutes from MTSS meetings, materials used to implement strategies.	Complete 08/28/2018	Mandie Robbins	06/08/2018	
<i>Notes:</i> This objective has been fully implemented.						
<b>Implementation:</b>			09/11/2018			
<b>Evidence</b>						
<b>Experience</b>						
<b>Sustainability</b>						
	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

<b>Initial Assessment:</b>	Our school counselor works with students in whole class and small group sessions on social skills. Our Exceptional Children teachers work with students who need social skills support. One of our EC teachers uses Teach Town with a teacher on a pilot basis with a group of 1st grade students. We have an Olweus Committee, and are implementing Olweus class lessons during our Foundations time on a weekly basis. Our Olweus Committee members have attended district training to provide additional support to other members of our committee and our entire staff. Many staff members have participated in Crisis Prevention Intervention training and are currently certified in CPI. Our second grade students participate in Child Abuse Reduction Effort (CARE), and our fifth grade students participate in Drug Abuse Resistance Education (DARE). Our Academically or Intellectually Gifted (AIG) teacher and lead teacher have provided habits of mind training for our staff. We incorporate habits of mind with our AIG students.	Limited Development 05/03/2017		
	Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
<b>How it will look when fully met:</b>	All staff members will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Evidence will be through MTSS minutes, student support data, Olweus Bullying Program and other systems of care (CPI, First Responders Team, student surveys, etc.). Administration will promote communication and collaboration among the staff who serve our school and community to help students feel secure, safe, and valued in our school setting.	<b>Objective Met 09/20/18</b>	<b>Ross Reaves</b>	<b>06/08/2018</b>
<b>Actions</b>				
10/12/17	Olweus Bullying Week - Anti-Bullying Campaign	Complete 10/17/2017	Emily Stirewalt	10/17/2017
	<i>Notes:</i> The School Counselor and Olweus committee members will present a PowerPoint presentation on how to recognize, confront, and resolve bullying issues in the classroom.			
10/12/17	Red Ribbon Week Event	Complete 10/27/2017	Emily Stirewalt	10/27/2017
	<i>Notes:</i> Our School Counselor will coordinate and schedule Red Ribbon Week special theme days and events to combat drug abuse and bring drug awareness to our students.			
9/26/17	MTSS Agenda/Minutes	Complete 06/01/2018	Shelley Stover	06/07/2018
	<i>Notes:</i>			
9/26/17	Olweus Committee Meeting Minutes	Complete 06/08/2018	Lori Johnson	06/08/2018
	<i>Notes:</i>			

9/26/17 Autism Team Minutes			Complete 06/08/2018	Shelley Stover	06/08/2018
Notes:					
<b>Implementation:</b>			09/20/2018		
<b>Evidence</b>			9/20/2018 Weekly attendance meetings, MTSS monthly meetings, weekly PLT meetings, guidance lessons, and small group documentation are all components that support this goal/objective.		
<b>Experience</b>			9/20/2018 Our teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Our students have weekly guidance lessons and are supported in small group interventions as needed.		
<b>Sustainability</b>			9/20/2018 Implementation of small groups through our guidance counselor to pinpoint and best serve individual student needs.		
	KEY	A4.16	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			Transition efforts are made in kindergarten beginning with Kindergarten Registration. As families come to register, we introduce ourselves and our role and build a relationship with the student and family from that moment forward. The principal takes the students to visit the Kindergarten classrooms and meet the Kindergarten teachers. This is an exciting opportunity for the students and as the parents are registering their child, Grays Chapel Staff gets to know the families and answer any questions they may have. At the DIAL 4- Kindergarten Screening, our Lead Teacher and Guidance Counselor meets with the parents/guardians in the Media Center as the students visit with the Kindergarten teachers and complete their screening. While visiting with parents, a slideshow is shared by the Lead Teacher on Print Concepts of Literacy and the sequence of expectations throughout Kindergarten. The Lead Teacher models to the parents some ways they can nurture and support their child in this transition and the Guidance Counselor is there to help with those social and emotional transitional needs. Parents also are able to see leveled texts from the beginning of Kindergarten through the expected level at the end of Kindergarten. Parents also share their email with the Lead Teacher and she keeps them informed of community opportunities that are shared throughout	Limited Development 08/22/2017	

	the school Peach Jar to aid and support our new Kindergarteners through the summer as they transition to Kindergarten. From grade-to-grade, our students network and are familiar with teachers of the next grade level at Grays Chapel as it is a smaller school and the classroom locations aid in transitions by building relationships and a sense of family and community, no matter the student's current grade level. Vertical Visits are completed quarterly with the middle and high schools by the administrators to better support transitions vertically from one level to the next and better understand experiences students are progressing from.			
	Priority Score: 1	Opportunity Score: 1	Index Score: 1	
<b>How it will look when fully met:</b>	With rising Kindergartners, Grays Chapel will network more with the families in our community by providing family nights to them as well as our current enrolled students. Even a day camp or orientation for our students rising to the next grade level could be beneficial as they may spend a day getting to know the teachers, routines, expectations of that next grade level before their current year ends. More collaboration with Northeast Randolph Middle School and opportunities from them and our 5th graders to become more involved and comfortable with the transition. We will be planning transition activities that include tours of the middle school, parent-to-parent meetings to discuss middle school concerns, and holding orientations where incoming students get information, practice routines, and meet teachers and peers.	<b>Objective Met 09/20/18</b>	<b>Ross Reaves</b>	<b>08/25/2019</b>
<b>Actions</b>				
9/26/17	Kindergarten Registration/Parent Welcome	Complete 03/06/2018	Shelley Stover	03/15/2018
	Notes: Date may change as Kindergarten Registration is not yet scheduled.			
9/26/17	DIAL 4 Screening/Parent Orientation	Complete 05/18/2018	Shelley Stover	04/19/2018
	Notes: Date may change. Files will be uploaded that have been shared with parents following this event.			
9/26/17	Northeast Randolph Middle School Visit for Rising 6th Graders	Complete 02/26/2018	Shelley Stover	05/09/2018
	Notes:			
9/26/17	Vertical Visits with Northeast Randolph Middle School and Providence Grove High School	Complete 02/26/2018	Ross Reaves	06/08/2018
	Notes: 11/29/17 and on 2/26/18			
9/26/17	Orientation Day: Grade Level Transition	Complete 06/08/2018	Shelley Stover	06/08/2018

Notes: Date may change and Leadership will come together in planning this event.

<b>Implementation:</b>		09/20/2018		
<i>Evidence</i>	8/20/2018			
<i>Experience</i>	8/20/2018			
<i>Sustainability</i>	8/20/2018			

<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Strategic planning, mission, and vision</b>			
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Indicator was assessed by our LEA and determined to be at full implementation: B1.01 The LEA has an LEA Support and Improvement Team 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 05/08/2017		
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Currently our School Improvement Team meets monthly for one or more hours. The team consists of our principal, curriculum support instructor, team leaders from all areas of the school and parents. We follow an agenda which is prepared prior to each meeting. Minutes are taken in each meeting and shared with the school and community after the meeting via email and posting on our website. Our MTSS team meets monthly to address needs of at-risk students and develop interventions to use with those students. Our AU team meets quarterly to discuss news from district meetings, workshops, and discuss the current needs within our school in serving our AU students. Grade level teams meet daily for planning and weekly as professional learning teams (PLTs). We are sending members of our Olweus Committee to a	Limited Development 05/08/2017		

	district meeting this spring for their leadership in continued professional development, support and implementation for the 2017/2018 school year.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>	A leadership team consisting of Grays Chapel staff, administration and teachers will produce agendas, meeting minutes, grade level data review and lesson plans to develop attainable and relevant goals during bi-monthly (twice monthly) meetings to address student achievement, growth, and success by the end of the 2017/2018 school year. Evidences that will indicate this objective is fully met include: 3-5 benchmark data, K-2 Reading3D assessment data, minutes from Autism/Olweus team meetings, K-5 grade level lesson plans, MTSS student intervention data, and quarterly data reviews.	<b>Objective Met 10/17/17</b>	<b>Ross Reaves</b>	<b>06/08/2018</b>
<b>Actions</b>				
6/28/17	Schedule will be created for bi-monthly meetings with members of the School Improvement Team.	Complete 08/22/2017	Ross Reaves	08/28/2017
Notes:				
6/28/17	School Improvement Team will develop agendas for each meeting.	Complete 06/12/2018	Shelley Stover	09/12/2017
Notes:				
6/28/17	Team members will work with other staff members they represent on the School Improvement Team to collect relevant data (lesson plans, mClass progress monitoring, beginning/middle/end of year K-2 math and K-3 mClass data, quarterly 3-5 benchmark assessment data, other common formative assessment data, attendance data, discipline data, etc.) to bring to each meeting to track progress toward this goal.	Complete 06/12/2018	Shelley Stover	09/12/2017
Notes:				
6/28/17	Team will take and share minutes from meetings to determine progress toward goal.	Complete 06/12/2018	Shelley Stover	09/12/2017
Notes:				
<b>Implementation:</b>		10/17/2017		
<b>Evidence</b>	9/12/2017 I have scheduled Leadership Team meeting each month on our School Google Calendar.			
<b>Experience</b>	9/12/2017 The team worked together to establish our bi-monthly meeting dates.			
<b>Sustainability</b>	9/12/2017			

Continue to meet bi-monthly to work on our school objectives

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 level teams meet daily for common planning and weekly as PLTs to discuss concerns and share ideas. Our School Improvement Team once each month to discuss School Improvement Plan. We work with our district parental engagement specialist for annual review and development of our parental engagement plan with members of our Parental Engagement Planning Committee. We host four curriculum parent nights (Literacy/Read to Achieve, Math, Olympic Night, and Science) each year as well as a winter and spring concert and cultural arts event.	Limited Development 05/08/2017			
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Grade level teams meet daily for common planning and weekly as PLTs to discuss concerns and share ideas. Our School Improvement Team meets once each month to discuss School Improvement Plan. We will continue work with our district parental engagement specialist for annual review and development of our parental engagement plan with members of our Parental Engagement Planning Committee. We will host four curriculum parent nights (Literacy, Read to Achieve, Math, and Science) each year as well as a winter and spring concert and cultural arts event.	Objective Met 10/01/18	Shelley Stover	06/08/2018	
Actions						
	9/25/17	We will plan, schedule and implement our five parent nights of engagement.	Complete 06/05/2018	Shelley Stover	06/08/2018	
Notes:						
	9/20/18	We have established a team structure among teachers with specific duties and daily protected time for instructional planning.	Complete 06/08/2018	Shelley Stover	06/08/2018	
Notes: Each grade level meets and plans daily during PLTs.						
Implementation:			10/01/2018			
Evidence		10/1/2018 Please see the attached folder labeled B2.03				

<b>Experience</b>	10/1/2018 Grade level teams meet daily for common planning and weekly as PLTs to discuss concerns and share ideas. Our School Improvement Team meets once each month to discuss School Improvement Plan. We will continue work with our district parental engagement specialist for annual review and development of our parental engagement plan with members of our Parental Engagement Planning Committee. We will host four curriculum parent nights (Literacy, Read to Achieve, Math, and Science) each year as well as a winter and spring concert and cultural arts event.			
<b>Sustainability</b>	10/1/2018 We will need to continue to provide our teachers common planning time and specific days for PLT collaboration and planning to discuss data, students, and instructional resources.			

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:			The principal is in classrooms a minimum of two hours each day doing informal and formal walk-throughs and observations. Our assistant principal is also in classrooms daily. Our curriculum team (principal, assistant principal and lead teacher) conduct walkthroughs and provide feedback as well as coaching and mentoring as needed. Our curriculum team also meets with grade levels to assist with planning as needed. Our administration reviews lesson plans weekly and provides feedback on standard alignment. Our administration has an observation schedule, and completes observations and conferences aligned with district and state expectations. The principal attends weekly PLT meetings providing guidance and support focused on the curriculum standards and formative assessment outcomes. The principal is a member of the MTSS team.	Limited Development 05/08/2017		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			The principal and assistant principal will conduct walk-through visits (formal/informal) in all classrooms at least once a week and provide feedback to teachers. The walk-through visits will begin at the conclusion of the MCLASS assessments in September. The		Ross Reaves	06/07/2019



	principal/assistant principal will conduct observations and feedback throughout the school year on teachers as directed in the evaluation instrument handbook.			
<b>Actions</b>		<b>1 of 2 (50%)</b>		
8/26/18	The principal/assistant principal will create an observation and walk-through schedule for teachers	Complete 09/07/2018	Ross Reaves	09/01/2018
<i>Notes:</i>				
9/11/18	The principal and assistant principal will conduct classroom observations, make observation comments and recommendations for teachers efforts and improvements throughout the school year.		Ross Reaves	06/07/2019
<i>Notes:</i>				
<b>Implementation:</b>		09/11/2018		
<b>Evidence</b>	9/11/2018 See the evidences in the attached folder for this objective.			
<b>Experience</b>	9/11/2018 At the beginning of each school year, we develop a walk through and observation schedule for our teachers. We create an observation schedule and follow it.			
<b>Sustainability</b>	9/11/2018 Focus, communication, and observation results given to our teachers through personal notes and emails and observation results in True Northlogic.			

<b>Core Function:</b>			<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>			<b>Quality of professional development</b>			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	Based on 2015/2016 EOG data, our students demonstrated a gap in performance in reading and math. Due to this, we focused more during the 2016/2017 school year on reading: planning, standard alignment, extended guided reading for K-2, review of lesson plans and guided reading plans, focus on reading two days each week during Foundations, professional development titled Literacy Leaders, and providing support from reading specialists in Kindergarten. We participate in quarterly data reviews as grade level teams, School Improvement Team, and administration with district K-5 director.	Limited Development 05/08/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>	Grays Chapel's leadership team will meet at the conclusion of each quarter during the 2017/2018 school year to review disaggregated data through review of 3-5 benchmarks, 4-5 NC Check-ins, K-3 mClass progress monitoring, and common formative assessments to determine student performance and areas of need (i.e. use of support staff and professional development). School leadership will analyze 2016/2017 End of Year data (EOGs, mClass, K-2 math assessments) to determine professional development and allocation/scheduling of support staff for Quarter 1 2017/2018, end of quarter 1, 2 and 3 data (benchmarks, NC Check-ins, mClass) to determine professional development and allocation/scheduling of support for quarter 2, 3, and 4 respectively. Evidences that will indicate this objective is fully met: disaggregated data indicating reduction in achievement gaps across all subgroups, agendas, minutes, professional development plan, schedules, support staff schedule, rosters of professional development sessions, observation data, and PDPs. DPI Literacy Consultant also will visit twice a year to guide our literacy data understanding and future instruction.	<b>Objective Met 08/20/18</b>	<b>Ross Reaves</b>	<b>06/08/2018</b>
<b>Actions</b>				
6/28/17	School leadership will analyze 2016/2017 End of Year data (EOGs, mClass, K-2 math assessments) to determine professional development and allocation/scheduling of support staff for Quarter 1.	Complete 09/29/2017	Ross Reaves	10/05/2017
<i>Notes:</i>				
6/28/17	School leadership will analyze end of quarter 1 data (benchmarks, NC Check-ins, mClass) to determine professional development and allocation/scheduling of support for quarter 2.	Complete 11/14/2017	Ross Reaves	11/14/2017
<i>Notes:</i>				
6/28/17	School leadership will analyze end of quarter 2 data (benchmarks, NC Check-ins, mClass) to determine professional development and allocation/scheduling of support for quarter 3.	Complete 03/20/2018	Ross Reaves	01/30/2018

<i>Notes:</i>				
6/28/17	School leadership will analyze end of quarter 3 data (benchmarks, NC Check-ins, mClass) to determine class instruction focus and allocation/scheduling of support for quarter 4.	Complete 04/20/2018	Ross Reaves	04/17/2018
<i>Notes:</i> Quarter three data from benchmarks and grades will be entered into our schoolwide data spreadsheet for each grade level and we will be looking at student academic weaknesses across each grade level in the curriculum standards to target our instruction in 4th quarter as end of grade testing approaches at the end of May.				
6/28/17	Team members will bring quarterly disaggregated data from 3-5 benchmarks, 4-5 NC Check-ins, K-3 mClass progress monitoring, and common formative assessments as we begin class scheduling for the 2018-19 school year.	Complete 06/22/2018	Ross Reaves	06/30/2018
<i>Notes:</i>				
<b>Implementation:</b>		08/20/2018		
<b>Evidence</b>	8/20/2018			
<b>Experience</b>	8/20/2018			
<b>Sustainability</b>	8/20/2018			

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:			Indicator was assessed by our LEA and determined to be at full implementation.	Full Implementation 05/08/2017		

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:			Our school sends home a monthly school newsletter to all parents in	Limited Development 05/08/2017		

	<p>their preferred language of communication (English or Spanish). This newsletter is also uploaded to our website monthly. We host five curriculum nights each year for families (Literacy/Read to Achieve, Math, Olympics, and Science) as well as a winter concert and spring cultural arts night. Teachers send home newsletters weekly or monthly. Parents are encouraged to sign up for Parent Portal to track student progress in grades 3-5. Interims and report cards are sent home in alignment with district mandate. Teachers schedule parent/teacher/student conferences as needed. Teachers communicate with parents in a variety of ways (i.e. email, phone, conferences, Class Dojo, Parent Portal, newsletters, etc.). We use our school social worker, counselor and nurse to support our students and families in any additional needs. We use Peachjar to send home notifications about events and happenings at our school and in our community, sponsored by school, PTO, Booster Club, etc. Our principal sends out weekly (additional if needed) calls and emails through School Messenger. The principal has monthly parent meetings and holds a donuts and coffee talk with parents. The purpose of the meeting is to inform parents and community members of current events, curriculum trends and any topic that is vital to early elementary years for students.</p> <p>During Family Nights, we model strategies, explain terminology, share resources and answer questions. Families leave with resources that directly enhance student academic learning.</p>			
<b>How it will look when fully met:</b>	<p>All grade levels will send home weekly/monthly newsletters with tips and strategies in academic areas. We will see a significant increase in parent participation in our Title I events. The Leadership Team will look over and evaluate our parent surveys and ways we can continue to improve our outreach to families and how to best meet their needs. Our goal is for families to leave with resources that directly enhance student academic learning.</p>		<b>Ross Reaves</b>	<b>06/07/2019</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
8/26/18	All classroom teachers will complete a quarter one parent conference and/or contact of every child in their classroom by November 20, 2018		Ross Reaves	11/20/2018
<i>Notes:</i> Teachers will utilize parent contact logs to record parent conferences and/or contacts and submit to the principal by November 21, 2018.				
9/20/18	Family Title I Nights throughout the school year, as well as PTO		Shelley Stover	06/07/2019

			functions.			
Notes:			We are working diligently to keep our parents informed and to get our families more involved.			
		E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are striving to build and increase the amount of family engagement with our families. One way to increase that this year is to provide parents/guardians with practical guidance to encourage their children's regular reading habits at home. Grade levels send home information, websites, weekly newsletters and utilize class dojo to build parent knowledge and repore.	Limited Development 09/16/2018		
How it will look when fully met:			Through our family nights and parental engagement efforts, we strive to communicate regularly with our families. These nights help build and increase the amount of engagement we have within our school community. One way to increase the parental engagement is to provide parents/guardians with practical guidance to encourage their children's regular reading habits at home. We provide this information, as well as incentives, in an effort to bring increase involvement with their child and his/her learning experiences. We also hold parent conferences when requested and as needed throughout the school year.		Ross Reaves	06/07/2019
Actions				1 of 2 (50%)		
	9/16/18	Plan, organize, and deliver five parent/family engagement Title I Nights.		Complete 09/21/2018	Ross Reaves	09/24/2018
Notes:			Our first Title I Parent/Family Engagement night is scheduled for Thursday, September 20th			
	9/20/18	Weekly resources, handouts, and newsletters sent home and shared with families.			Shelley Stover	06/07/2019
Notes:						





## NC Star/SIP Mandatory Components

School Name: Grays Chapel

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.

Grays Chapel is requesting a waiver for the "Duty Free" lunch time. 115C-105.27. Development and approval of school improvement plans by the school improvement team:

(6) Shall include a plan to provide a duty-free lunch period for every teacher daily or as otherwise approved by the school improvement team; This waiver will help provide students supervision in the classroom so that lunches will be safe and efficient to help maximize instructional time in the classroom.

### Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All the classroom teachers at Grays Chapel are provided 45 minutes of duty free planning five days per week as students attend their elective classes in each grade level.

### Transition Plan for At-Risk Students

☒ Elementary to Middle School

☐ Middle School to High School

Please describe transition plan below.

As of June 2019, all schools in the Randolph County School System have completed exploration, consensus, and readiness assessments with their staff in order to determine their school's needs for the implementation of MTSS. All schools should now 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. All schools in the Randolph County School System will utilize multiple sources of formative and summative data to determine effectiveness of core instruction. A standard communication protocol will be in place to ensure an effective feedback loop between school and district MTSS teams.

**Safe School Plan for**

**Grays Chapel Elementary School**

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

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

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

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

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

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

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

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

**Assistant Principal(s):**

**Teachers:**

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

**Teacher Assistants:**

**Other School Staff:**

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

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



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

**The Randolph County School System utilizes the Multi-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.**

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

**Short-Term (less than 15 days):**

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

**Short-Term (minimum of 15 days):**

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

**Long-Term Suspended:**

Schools will follow the Randolph County School System Alternative Education Options procedures.

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

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

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

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

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):				
Goal: <b>Promote a safe and orderly environment conducive to learning by maintaining a secure campus</b>				
Target: <b>Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team</b>				
Indicator: <b>Discipline data, attendance data, suspension data, MTSS logs</b>				
Milestone Date: <b>Quarterly</b>				
Goal:				
Target:				
Indicator:				
Milestone Date:				
In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:				
Professional Development	Planned/Completed			
<b>Safe School Training</b>				
<b>MTSS Training</b>				
<b>Data Analysis</b>				
Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:				
<b>Maintain the Sheriff's Department as a community partner as it continues to provide:</b> <ul style="list-style-type: none"> <li>• <b>one SRO's (School Resource Officers) at each of the six traditional high schools</b></li> <li>• <b>one SRO (School Resource Officer) for each of the six middle schools</b></li> <li>• <b>one SRO (School Resource Officer) for the one sixth grade school</b></li> <li>• <b>two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School</b></li> <li>• <b>one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools</b></li> <li>• <b>two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools</b></li> </ul> <b>Maintain established protocol for communication and collaboration with community agencies that provide support to students.</b>				
Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:				
<ul style="list-style-type: none"> <li>• <b>The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.</b></li> <li>• <b>District and school level safety meetings will be held quarterly to provide information updates and training.</b></li> <li>• <b>A separate detailed Crisis Management Plan is maintained per facility.</b></li> </ul>				