



Grays Chapel Elementary School
School Improvement Plan
2019-2020

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:
Students First in All We Do!



! = 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:	<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		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	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.	Objective Met 09/09/19	Shelley Stover	06/07/2019
Actions				
9/16/18	Grade Level Planning	Complete 06/07/2019	Shelley Stover	06/07/2019
<i>Notes:</i> Grade level planning notes and minutes				
Implementation:		09/09/2019		
Evidence	9/9/2019 Lesson Plans are attached.			

<p>Experience</p>	<p>9/9/2019 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.</p>				
<p>Sustainability</p>	<p>9/9/2019 Collaborative planning through our PLT's will be essential in providing well rounded and a variety of instruction for our students. We will continue to provide our teacher professional development to allow them to continue to grow in their teaching profession.</p>				
<p>KEY</p>	<p>A1.07</p>	<p>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p>Initial Assessment:</p>	<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&R) an office referral occurs and attempts are made by the administration to correct the problem.</p>	<p>Limited Development 09/11/2017</p>			

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<p><i>How it will look when fully met:</i></p>	<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 year. It is important to note that their social and emotional learning is important to each student in order to:</p> <ul style="list-style-type: none"> ☑ 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 		<p>Objective Met 04/09/19</p>	<p>Lori Johnson</p>	<p>06/08/2018</p>

☑ 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
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Notes: See Discipline Data Spreadsheet in Documents Upload in A1.07 folder.

Implementation:

Evidence	9/11/2018 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.	04/09/2019		
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Experience	9/11/2018 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.			
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Sustainability	9/11/2018 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.			
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A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Teachers focus praise on a learner’s particular work product or process (e.g., “What a wonderful essay”; “I can see you worked on this very carefully”) instead of praising the person (e.g., “You are such a	Limited Development 09/20/2019		
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	<p>smart girl). Behavior-specific praise is more motivating because it provides detailed feedback to students about competence and effective problem-solving strategies that they may apply in the future. In addition, praise for effort leads to more effort and student attribution of success to strategies</p>			
<p>How it will look when fully met:</p>	<p>Central for mastery goal-oriented individuals is the focus on learning, developing new skills, improving the level of competence to a mastery level and trying to understand new learning subjects. Research indicates that students show the most beneficial achievement patterns and motivational patterns when they focus on a mastery goal orientation (see Meece, Anderman, & Anderman, 2006). Students with a growth mindset are more likely to focus on a mastery goal orientation, responding to academic challenges with sustained effort.</p> <p>Teachers of mastery-oriented classrooms should provide 1) appropriate learner tasks (including a focus on learning, curiosity, and active student involvement) and enough time for students to complete those tasks at their own pace; 2) opportunities for students to participate actively in making decisions pertaining to instruction and rules in classroom; 3) meaningful and specific feedback to the learners; and 4) opportunities for students to work in groups collaboratively where self-evaluation and self-monitoring (including adjustment following errors) is encouraged.</p>		<p>Shelley Stover</p>	<p>06/09/2020</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>9/22/19</p>	<p>Through PLT's our Lead Teacher and grade level teams will be reviewing their curriculum content and discuss teaching strategies with the Growth Mindset.</p>		<p>Shelley Stover</p>	<p>06/09/2020</p>
<p><i>Notes:</i></p>				
<p>9/27/19</p>	<p>Through our review of lesson plans and weekly classroom walk throughs, administrators will be looking for and conferencing with teachers and grade level teams their curriculum content and discuss teaching strategies and resources with the Growth Mindset.</p>		<p>Ross Reaves</p>	<p>06/09/2020</p>
<p><i>Notes:</i></p>				

	A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>An inclusive, not exclusionary, athletics and cultural arts program promotes for participants not only time management, persistence, patience and the value of practice, but also fosters social relationships, teamwork, fitness and improved academics. Enrichment opportunities can invite students to take academic risks through the investigation of a domain which does not reside within the traditional curricula.</p> <p>Currently, Grays Chapel offers athletic programs in basketball and cheerleading through our Boosters program; Student Council for students in grades 3-5; a K-2 Science Club, Running Club for students in grades 3-5; Battle of the Books Club for students in 4th and 5th grades; and Safety Patrol for students in grades 4 and 5.</p>	Limited Development 10/23/2019			
<i>How it will look when fully met:</i>	<p>The extra-curricular activities at Grays Chapel will all lead to a higher academic grades and a higher likelihood of post-secondary enrollment and retention. In addition to the academic benefits of participating in a sport or club, students engaged in these groups are also exposed to new people, ideas, and activities that they may not have connected with in the classroom. Extracurricular participation is also tied to having an expanded positive social support network and a more voluntary connection to and engagement with school itself.</p>		Ross Reaves	06/09/2020	
Actions			0 of 2 (0%)		
10/23/19	Club and athletic programs will meet on a regular schedule with their staff coach/sponsor to allow students to apply their academic learning to real experiences and build skills and understanding that will stay with them long after elementary school.		Ross Reaves	06/09/2020	
	<i>Notes:</i>				
10/23/19	Teachers/Staff will celebrate student participation and achievement through their end of season/year awards celebrations.		Ross Reaves	06/09/2020	
	<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		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 in reading and math. We will provide monthly opportunities for vertical planning focusing on math 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.		Shelley Stover	12/15/2020
Actions			2 of 3 (67%)		
	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	Complete 06/07/2019	Shelley Stover	06/07/2020
		<i>Notes:</i> Due to Schools That lead and the direction it took our school, we did not get to focus on vertical walk throughs in our grade levels.			
	10/21/19	By the end of the 2019-20 school year, all grade levels will utilize pre and post assessments in reading and math subject areas. In 2018-19 we began working on improving our pre and post assessments, but we still have work to do on this.		Shelley Stover	06/15/2020
		<i>Notes:</i>			
	A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Teachers use cooperative learning methods and encourage student questioning in the classrooms and beyond to build better understanding and clarity on the knowledge of their students and their abilities to meet grade level standard expectations. In building student cooperative learning skills, teachers have students collaboratively working with each other and towards common goals. Students seek help from others while also offering help to others. For example, taken from Schools that Lead, testing an idea to advance student learning through cooperative learning by rolling out specific group roles. This supports active learning, engagement and accountability in the classroom community.	Limited Development 09/22/2019		
How it will look when fully met:	When this objective is fully met, students will be using accountable talk and discourse through questioning in the collaborative learning community as they seek help from others as well as offering help to others. Implementation of PDSA from Schools that Lead to test an idea to better support accountable talk in the classroom will be data and information that we will have to document progression and student accountability in discussion and cooperative learning.		Ross Reaves	06/09/2020
Actions		0 of 3 (0%)		
9/27/19	Review lesson plans weekly in PLT's		Shelley Stover	06/09/2020
<i>Notes:</i>				
9/27/19	All lesson plans and all other materials for each grade level are stored in each grade level shared drive for collaboration purposes.		Shelley Stover	06/09/2020
<i>Notes:</i>				
9/27/19	Schools that Lead PDSA data		Shelley Stover	06/09/2020
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Data analysis and instructional planning

A3.05		The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school assesses each student at least 3 times each year to determine progress toward standard-based objectives. We use Fountas and Pinnell Reading Assessments, HMM Math Growth Measures, Istation and District Writing Assessments to assess our students and their academic proficiency.	Limited Development 09/22/2019		
<i>How it will look when fully met:</i>		We will use all data gained to group students based on their strengths and weaknesses. Pre and post assessments as well as formal and informal observations will be used and discussed during monthly PLT Data Meetings. Specialists will also collaborate with classroom teachers to ensure student needs are best supported through pull out and push in models.		Shelley Stover	06/09/2020
Actions			0 of 2 (0%)		
	9/27/19	Assessment results used in planning purposeful lessons		Shelley Stover	06/09/2020
<i>Notes:</i>					
	9/27/19	Foundation schedules based on assessment results and classroom performance for remediation and enrichment groups		Shelley Stover	06/09/2020
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		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	Limited Development 05/03/2017		

	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.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	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 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.	Objective Met 09/11/18	Shelley Stover	06/08/2018
Actions				
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	Shelley Stover	12/15/2020
	<i>Notes:</i>			
Implementation:		09/11/2018		

<i>Evidence</i>		8/28/2018			
<i>Experience</i>		8/28/2018			
<i>Sustainability</i>		8/28/2018			
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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.	Objective Met 09/20/18	Ross Reaves	06/08/2018
Actions					
	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
		<i>Notes:</i>			
Implementation:			09/20/2018		
	Evidence	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.			
	Experience	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.			
	Sustainability	9/20/2018 Implementation of small groups through our guidance counselor to pinpoint and best serve individual student needs.			
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 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	Limited Development 08/22/2017		

	<p>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 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.</p>			
	<p>Priority Score: 1 Opportunity Score: 1</p>	<p>Index Score: 1</p>		
<p>How it will look when fully met:</p>	<p>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.</p>	<p>Objective Met 09/20/18</p>	<p>Ross Reaves</p>	<p>08/25/2019</p>
<p>Actions</p>				
<p>9/26/17</p>	<p>Kindergarten Registration/Parent Welcome</p>	<p>Complete 03/06/2018</p>	<p>Shelley Stover</p>	<p>03/15/2018</p>
	<p><i>Notes:</i> Date may change as Kindergarten Registration is not yet scheduled.</p>			
<p>9/26/17</p>	<p>DIAL 4 Screening/Parent Orientation</p>	<p>Complete 05/18/2018</p>	<p>Shelley Stover</p>	<p>04/19/2018</p>
	<p><i>Notes:</i> Date may change. Files will be uploaded that have been shared with parents following this event.</p>			

9/26/17	Northeast Randolph Middle School Visit for Rising 6th Graders	Complete 02/26/2018	Shelley Stover	05/09/2018
<i>Notes:</i>				
9/26/17	Vertical Visits with Northeast Randolph Middle School and Providence Grove High School	Complete 02/26/2018	Ross Reaves	06/08/2018
<i>Notes:</i> 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
<i>Notes:</i> Date may change and Leadership will come together in planning this event.				
Implementation:		09/20/2018		
Evidence	8/20/2018			
Experience	8/20/2018			
Sustainability	8/20/2018			

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:		<p>Catherine Berry, Assistant Superintendent for Curriculum and Instruction</p> <p>Larry Chappell, Director of Director of Instructional Support Services/Title II/Tile V</p> <p>Nancy Cross, Director of CTE and Middle Schools</p> <p>Beth Davis, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Cathy Waddell, Director of High Schools and ESL</p> <p>Brooke Johnston, Director of Exceptional Children</p> <p>Shenna Creech, Director of Digital Teaching and Learning</p>	Full Implementation 10/11/2019		

	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:		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 district meeting this spring for their leadership in continued professional development, support and implementation for the 2017/2018 school year.		Limited Development 05/08/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		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.		Objective Met 10/17/17	Ross Reaves	06/08/2018
Actions						
	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
<i>Notes:</i>						
	6/28/17	School Improvement Team will develop agendas for each meeting.		Complete 06/12/2018	Shelley Stover	09/12/2017
<i>Notes:</i>						
	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		Complete 06/12/2018	Shelley Stover	09/12/2017

	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.			
<i>Notes:</i>				
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
<i>Notes:</i>				
Implementation:		10/17/2017		
Evidence	9/12/2017 I have scheduled Leadership Team meeting each month on our School Google Calendar.			
Experience	9/12/2017 The team worked together to establish our bi-monthly meeting dates.			
Sustainability	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,	Objective Met 10/01/18	Shelley Stover	06/08/2018

	and Science) each year as well as a winter and spring concert and cultural arts event.			
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
<i>Notes:</i>				
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
<i>Notes:</i> 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			
Experience	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.			
Sustainability	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	Limited Development 05/08/2017		

	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.			
	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 principal/assistant principal will conduct observations and feedback throughout the school year on teachers as directed in the evaluation instrument handbook.	Objective Met 09/10/19	Ross Reaves	06/07/2019
Actions				
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.	Complete 06/07/2019	Ross Reaves	06/07/2019
<i>Notes:</i>				
Implementation:		09/10/2019		
Evidence	9/11/2018 See the evidences in the attached folder for this objective.			
Experience	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.			
Sustainability	9/11/2018 Focus, communication, and observation results given to our teachers through personal notes and emails and observation results in True Northlogic.			

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
<i>Initial Assessment:</i>		1 Demographic- A. Attendance B. Suspension C. Drop out D. Tardies E. EDS, EC,EL, FIT, AIG, MTSS F. Trend data-cohort groups G. Industry H. Poverty level I. Migrant 2 Achievement- A. Formative (CFAs) B. Summative C. Portfolio data (classroom level) D. Student tracking own data E. Trend data-cohorts F. Achievement gap G. Report card H. EVAAS I. Usage/Performance Reports for Digital Resources J. Tracking Virtual enrollment and progress 3 Instructional- A. Teacher use of time (class, planning)-Integrity of school day B. Patterns of enrollment C. Quality of curriculum D. Teacher assignments E. Bell to bell teaching F. Assemblies, field trips and celebrations-effect/support G. ELEOT data/ walk-through data H. Efficient scheduling I. Usage of movies 4 Perception- A. Surveys B. Focus groups for situations C. Parent expectations of school	Limited Development 05/08/2017		

	Continuous School Improvement Essential Data Points 2019-2020 6/12/19 D. TWC E. Safe School			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	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.	Objective Met 08/20/18	Ross Reaves	06/08/2018
Actions				
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>				
Implementation:		08/20/2018		
Evidence	8/20/2018			
Experience	8/20/2018			
Sustainability	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:		<p>Recruiting</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> LEA administrators attend job fairs. <input checked="" type="checkbox"/> The LEA collaborates with universities, etc. <input checked="" type="checkbox"/> The LEA recruits student teachers within RCSS. 	Full Implementation 10/11/2019		

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

Beginning Teacher 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

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
<i>Initial Assessment:</i>		<p>Our school sends home a monthly school newsletter to all parents in 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>	Limited Development 05/08/2017		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	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.		Objective Met 09/10/19	Ross Reaves	06/07/2019
Actions					
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	Complete 11/19/2018	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 functions.	Complete 09/10/2019	Shelley Stover	06/07/2019	
	<i>Notes:</i> We are working diligently to keep our parents informed and to get our families more involved.				
Implementation:		09/10/2019			
Evidence	9/10/2019 Please see the attached Title 1 Night flyers, announcements, and parent sign in sheets.				
Experience	9/10/2019 Each year we meet with our grade levels and Leadership Team and discuss how we can better reach out and communicate and share with parents and families. We use our Family Title 1 Nights to educate and share our students' curriculums, educational resources, strategies that they can do at home to help their child, and listen to their needs and concerns as well.				
Sustainability	9/10/2019 We will continue to use our Title 1 Nights to reach out to our parents and provide positive feedback about our students curriculums and resources so students will be successful.				
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.	Objective Met	Ross Reaves	06/07/2019
Actions		2 of 2 (100%)		
9/16/18	Plan, organize, and deliver five parent/family engagement Title I Nights.	Complete 09/21/2018	Ross Reaves	09/24/2018
	<i>Notes:</i> 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.	Complete 09/10/2019	Shelley Stover	06/07/2019
	<i>Notes:</i>			



NC Star/SIP Mandatory Components

School Name: Grays Chapel Elementary School

School Year: 2019-2020

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 2020, 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.

5th Grade transition activities your school planned and implemented during the year.

Vertical Visits: Vertical visits between the quadrant principals at Grays Chapel, Liberty, NERMS, and PGHS that provides an opportunity for principals to communicate with our former students and feeder principals about our schools, student's needs, and programs

Grade Level: 5 Date(s) Implemented: January 2019 – June 2019

Activity Description: Communicated to students/parents on behalf of NERMS (cheerleading, band, class registration, school academic/social environment, PTO, etc.

Persons Responsible/ Members Involved: Principal, Assistant Principal, Data Manager, School Counselor and 5th Grade Teachers

Grade Level: 5 Date(s) Implemented: February 28, 2019

Activity Description: 5th Graders and 6th grade NERMS School Counselor meeting at school

Persons Responsible/ Members Involved: Principals and School Counselors at both schools and 5th grade teachers

Grade Level: 5 Date(s) Implemented: March 8, 2019

Activity Description: NERMS Band visit and performance for our 5th graders in the gym

Persons Responsible/ Members Involved: Principal, Data Manager, 5th grade Teachers, School Counselor

Grade Level: 5 Date(s) Implemented: May 1, 2019

Activity Description: 5th grade invitation to students and parents to visit NERMS and discuss class registration and school extra-curricular activities for the 2019-20 school year.

Persons Responsible/ Members Involved: Principal, Data Manager, 5th grade Teachers, NERMS School Counselor, NERMS Band Director