RANDOLPH
County School System

Coleridge Elementary School

School Improvement Plan

2018-2019

Comprehensive Progress Report

Mission:

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that:

- All students can learn.
- All students will be taught in a safe and nurturing learning environment.
- All students deserve a teacher who is qualified and well-prepared.
- All students deserve access to instructional resources managed in a fiscally responsible manner.
- All stakeholders share the responsibility and accountability for student learning.

Vision:

Goals:

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

| ! = Past Due Objectives | KEY = Key Indicator |

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	High expectations for all staff and students			
KEY A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The following steps have been taken to implement this indicator: • Classroom rules and procedures are posted and signed. • Title I compacts are signed by students, parents, teachers, and administration. • Implementation of DAILY 5 (anchor charts), consequences and reward systems, Class Dojo, and Second Step provide consistent class structure school wide.	Limited Development 08/16/2017		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When fully implemented, school wide expectations will be used by all staff members. When accomplished, an observer would see and hear the same actions and language displayed by students and staff. Staff will be trained to use Olweus and Second Step strategies. All new staff will be apprised of these expectations upon joining the Coleridge Team.		**Jamie Staley**	**06/07/2019**
Actions		**1 of 6 (17%)**		
9/8/17	Procedures for effective management are observed in the cafeteria, hallways, playground and buses. Student respect for one another and school property is consistent and observable.		Jamie Staley	06/07/2019
Notes:	Staff handbook Consistency with planning			
10/3/17	Staff will receive Olweus training.	Complete 10/10/2017	Becky Brady	12/19/2017
Notes:				
10/3/17	An Olweus committee will meet to discuss progress towards implementing Olweus strategies schoolwide.		Jamie Staley	06/07/2019
Notes:				
9/10/18	School wide assembly for behavior expectations		Jamie Staley	06/07/2019
Notes:				
9/10/18	Creation of cafeteria committee to develop expectations/Norms		Jamie Staley	06/07/2019
Notes:				
9/20/18	positive referral form for students; parents called and student names displayed		Jamie Staley	06/07/2019

		Notes:				
Implementation:				09/10/2018		
	Evidence		9/10/2018 School wide strategies implemented and procedures for effective management in cafeteria, hallways, playground, and buses.			
	Experience		9/10/2018 Staff received Olweus training, and will continue to implement this school wide.			
	Sustainability		9/10/2018 A review of Olweus at the beginning of each school year, as well as discussions with administration and guidance counselor.			
		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**
Initial Assessment:			Currently, we have had a workshop provided by Jennifer Smith, AIG Coordinator. Teachers have had students identify fixed mindset and growth mindset. Growth mindset is being used. Group activities promoting this mindset are being implemented in classrooms. Use of growth mindset power point was shared during district wide professional development at the beginning of the school year. Growth mindset graphic representations have been shared with teachers.	Limited Development 08/31/2018		
How it will look when fully met:			When fully implemented, staff members and students can be heard and seen using the language of growth mindset. In addition, there will be evidence of growth mindset in the structure of rubrics used for grading and language used for oral and written feedback. Staff and students will share an understanding that acquisition of information occurs on a continuum and students acquire knowledge at varied rates.		**Jennie Santiano**	**06/07/2019**
Actions				**0 of 4 (0%)**		
		9/10/18	Post and discuss growth mindset graphics		Jennie Santiano	06/07/2019
		Notes:				
		9/10/18	Utilize rubrics when grading that support growth mindset		Jennie Santiano	06/07/2019
		Notes:				
		9/10/18	Promote growth mindset through the design and implementation of lesson plans		Jennie Santiano	06/07/2019

				Implementation Status	Assigned To	Target Date
		Notes:	power point pictures of group activities			
	9/10/18		Display comparisons of fixed and growth mindset		Jennie Santiano	06/07/2019
		Notes:				
	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**
Initial Assessment:			Currently, our School Improvement Team is developing the structure which will be used to implement clubs on the last Friday of each month. Clubs will include, but not limited to, art/crafts, music, STEM activities, drama, journalism, etc.	Limited Development 08/31/2018		
How it will look when fully met:			When fully implemented, there will be enrichment opportunities supported through clubs for students in grades 3-5. There are future plans which will include students in grades K-2.		**Stephanie York**	**06/07/2020**
Actions				**0 of 3 (0%)**		
	9/10/18		Our SIT will design various clubs for students to attend once a month.		Stephanie York	06/07/2020
		Notes:				
	9/10/18		Our SIT will design a schedule for rotating clubs for students in K-2 and 3-5.		Stephanie York	06/07/2020
		Notes:				
	9/10/18		Teachers will create club activities based on resources from the school, as well as interests of students.		Stephanie York	06/07/2020
		Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	Curriculum and instructional alignment			
A2.01	**Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The following steps have been taken to implement this indicator: • Grade level teams meet weekly to discuss instructional practices and student achievement. • After analysis of data and discussion, information gleaned is used to guide the implementation of curriculum. • Steps toward a more in depth analysis of data and a deeper level of understanding strategies to use in instruction, are needed to support higher levels of student achievement.	Limited Development 06/12/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Instructional teams will meet in weekly PLTs to discuss reading and math instruction including lesson plans, assessments, and interventions. In addition, full day quarterly planning sessions will be used for long term planning.	**Objective Met 10/02/18**	**Karen Binns**	**06/08/2018**
Actions				
9/8/17	Throughout the year, PLT teams will document meetings on Google Drive, detailing student performance, discussion of data, and planning of lessons. In addition, teachers will track student performance data in the PLT room to analyze the impact of strategies being used.	Complete 06/08/2018	Karen Binns	06/08/2018
Notes:	Meeting notes documented on agendas in Google Drive Data cards posted in PLT room			
10/3/17	During these meetings, staff will also receive professional development mini sessions. The sessions will be provided by administration, lead teacher, and district lead teachers.	Complete 04/26/2018	Karen Binns	06/08/2018
Notes:				
10/3/17	Teachers will track student performance using information to guide instruction.	Complete 06/08/2018	Karen Binns	06/08/2018
Notes:				
10/3/17	Teachers will update data walls in the data room, as well as in their classrooms. (data charts, student data notebooks, teacher data notebooks)	Complete 05/03/2018	Karen Binns	06/08/2018
Notes:				

	10/3/17	Quarterly, the data team will analyze data from the entire school to determine school wide trends.	Complete 04/17/2018	Karen Binns	06/08/2018
	Notes:				
Implementation:			10/02/2018		
Evidence		9/13/2018 Evidences that substantiate the implementation of this indicator are as follows: PLT agendas Professional Development Tracking Logs Data notebooks, data walls, data charts Quarterly data team review of data			
Experience		9/13/2018 With full implementation, documentation of all meetings can be reviewed to determine discussions and actions taken to track student progress. In addition information compiled during meetings has been used to form remediation and enrichment opportunities for students.			
Sustainability		9/13/2018 In order to sustain implementation, regular PLT meetings will be guided by a PLT continuum. The continuum will be developed by administration and instructional facilitator. In addition, data analysis will continue to guide intervention and extension practices. Quarterly plans will continue to lay the foundation for long term goals.			

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:		The following steps have been taken to implement this indicator: • Coleridge uses online resources provided by the district. These resources are aligned with state standards. • Teachers use curriculum pacing guides which are provided by the district for all subject areas. • During PLTs, teachers review data and plan for students according to information documented during data analysis. • Information gleaned from the analysis of CFAs, benchmarks, mClass, and other assessments is used to plan differentiated instruction. Instructional plans are aligned with state standards. • Unpacking documents provided by the state are used to plan instruction. • The MTSS team develops strategies to address the needs of struggling learners and student behavior issues identified by teachers. • IEPs are developed and followed to address individual needs of students who have been identified as Exceptional Children.	Limited Development 04/25/2017		
		Priority Score: 3　　　　Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		When fully implemented, staff will use best practices to deliver instruction. Plans for instruction will be based on state standards. Evidence of standards-aligned units can be found in yearly, quarterly, and weekly planning. These plans can be found in a school wide folder on Google Drive. Implementation of best practices can also be seen during formal observations and daily informal walk throughs.		**Karen Binns**	**06/07/2019**
Actions			**5 of 9 (56%)**		
	9/8/17	Grade level instructional teams will develop standards-aligned units of instruction for each subject and grade level.		Karen Binns	06/07/2019
	Notes:				
	10/3/17	Collaborative vertical planning will be used to align instruction school wide.		Karen Binns	06/07/2019
	Notes:				
	10/3/17	Teachers attend Professional Development sessions to strengthen instructional practices.		Karen Binns	06/07/2019
	Notes:				

10/3/17	Teachers create a Literacy Watch List and Intervention Tracking Log as a tracking system to follow student progress throughout the year.	Complete 05/03/2018	Karen Binns	06/07/2019
Notes:				
10/3/17	Assessments on Common Core State Standards will be administered to determine levels of proficiency on each standard.	Complete 03/29/2018	Karen Binns	06/07/2019
Notes:				
10/3/17	Grade level teams will meet weekly to plan instruction and common formative assessments.	Complete 06/08/2018	Karen Binns	06/08/2018
Notes:				
10/3/17	Quarterly and weekly lesson plans will be reviewed by administration and lead teacher.	Complete 06/08/2018	Karen Binns	06/08/2018
Notes:				
10/3/17	Informal observations/walk throughs by administration and lead teacher will be done on a regular basis.		Karen Binns	06/07/2019
Notes:				
10/3/17	Formal observations will be completed by the administrative team following guidelines set forth by the state.	Complete 06/08/2018	Karen Binns	06/08/2018
Notes:				
Implementation:		09/13/2018		
Evidence	9/10/2018 All standards will be addressed and implemented through lesson plans with fidelity. All information will be uploaded to True North Logic and documentation will be provided to the district office of Randolph County Schools.			
Experience	9/10/2018 Teachers submitted quarterly and weekly lesson plans. Common Formative Assessments were developed to determine proficiency. Results from assessments were discussed in PLTs. Information from these discussions was used to determine remediation and extension groups. Formal observations were completed and entered into True North Logic. In addition, documentation of formal observations to the Randolph County District Office.			

Sustainability			9/10/2018 Continued submission of lesson plans and commonly developed assessments. In addition, observations and feedback on lesson plan implementation. Continued formal observations and post observation conferences will be completed on all staff members.			
		A2.05	**ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently, all teachers submit quarterly and weekly lesson plans that are aligned to the NC Standards. These lesson plans are reviewed by the principal, assistant principal, and lead teacher. Lesson plans are submitted in a Google Doc that is accessible to all members of the staff. This accessibility of plans, allows support staff to design lessons which support content and strategies being taught in the classroom.	Limited Development 08/31/2018		
How it will look when fully met:			When fully implemented, there will be school wide evidence that teachers are aligning all instruction to the NC Standards. In addition, alignment will promote a cohesive building of foundational skills from Kindergarten through 5th grade.		**Katie Henderson**	**06/07/2019**
Actions				0 of 4 (0%)		
		9/10/18	Review and feedback on lesson plans		Katie Henderson	06/07/2019
			Notes:			
		9/10/18	Examples of lesson plans		Katie Henderson	06/07/2019
			Notes:			
		9/10/18	Peer review of lesson plans		Katie Henderson	06/07/2019
			Notes:			
		9/10/18	Cross grade level review of lesson plans		Katie Henderson	06/07/2019
			Notes:			

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
Initial Assessment:	Currently, all students are assessed in literacy and math at the beginning of the year, middle of year , and end of the year. Assessments for K-2 are administered through mClass for literacy, and state developed math assessments. Third grade is also assessed in literacy through the mClass system and NC Check Ins for math. Students in grades 4 and 5 are assessed through NC Check Ins in both literacy and math, as well as Fountas and Pinnell in literacy.	Limited Development 08/31/2018		
How it will look when fully met:	When fully implemented, assessments will be administered and results will be analyzed to determine where achievement gaps exist and where mastery of content has been obtained. This information will be used to monitor students progress and design and deliver intervention, and extension lessons.		Karen Binns	06/07/2019
Actions		0 of 2 (0%)		
9/10/18	PLT agendas documenting discussions from benchmarks and plans for actions		Karen Binns	06/07/2019
Notes:				
9/10/18	Tracking Log		Karen Binns	06/07/2019
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
! KEY A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The following steps have been taken to address this indicator: • EC services are provided to EC students based on their ability levels rather than grade level. • Flexible grouping is used within and across grade levels. • Remediation is delivered using a pull-out/push-in model • A certified Reading Specialist provides targeted instruction for at risk students. • Flexible groupings change as data is analyzed • An established MTSS team meets with classroom teachers to analyze/discuss student data and to determine best practice strategies to be used to close achievement gaps. • Our MTSS team determines if a student should be recommended for further evaluation.	Limited Development 04/25/2017		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Students' academic, behavior and attendance concerns will be regularly discussed and addressed during PLTs and MTSS meetings. Ongoing strategies will be implemented for all students who display achievement gaps, behavior issues, or attendance issues. Teachers will be confident in their understanding and use of the tiered intervention system. This understanding will include the implementation of methods for organizing, streamlining, and reporting instructional strategies being used. Data analysis will be consistent and student progress will be tracked with fidelity. Students who continue to display achievement gaps, behavior issues, or attendance issues will be referred for further evaluation/referrals.		**Megan Ritter**	**06/08/2018**
Actions		3 of 4 (75%)		
9/8/17	Schedule school-wide training for multi-tiered system of support.	Complete 11/07/2017	Megan Ritter	06/08/2018
	Notes:			
10/3/17	Teachers document ongoing strategies for students in designated binders or by uploading to Google Drive.	Complete 05/01/2018	Megan Ritter	06/08/2018
	Notes:			

	10/3/17	A notebook containing research-based instructional strategies will be compiled as a reference.		Megan Ritter	06/08/2018
	Notes:				
	10/3/17	Regularly scheduled PLT and MTSS meetings.	Complete 05/17/2018	Megan Ritter	06/08/2018
	Notes:				
Implementation:			09/10/2018		
Evidence		9/10/2018 Staff members have received school wide training to assist in recognizing and implementing strategies which will serve student needs. A notebook of strategies is in the process of being developed to share with MTSS and staff members. These strategies will be research based and differentiated for each student's needs. Regularly scheduled PLTs and MTSS meetings will continue to be the platform for discussion and determining the implementation of strategies to support struggling students.			
Experience		9/10/2018 Ongoing school wide training will take place in order to support staff members in recognizing and implementing strategies which will serve student needs. A notebook of strategies will be developed to share with MTSS and staff members. These strategies will be research based and differentiated for each student's needs. Regularly scheduled PLTs and MTSS meetings will the platform for discussion and determining the implementation of strategies to support struggling students.			
Sustainability		9/10/2018 In order to sustain our efforts, we will continue to analyze student data during PLTs and MTSS meetings. We will use these discussions to determine research based strategies to use in our efforts to close achievement gaps and address social, and emotional needs of our students.			

!	KEY	A4.06	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	The following steps have been taken to implement this indicator:	Limited Development 04/25/2017		
	• Second Step - character education • Olweus training • C.A.R.E. classes • D.A.R.E. classes • Development of a Crisis Team • Guidance classes/counselor • MTSS • School social worker • School nurse • Home visits • Communication with outside mental health providers (with parental permission) • Autism Awareness Training • CPI Training • Individualized behavior plans • Incentive programs for positive behavior • Safe Schools Plan • School Resource Officer			

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When fully implemented, it will be evident that all staff members are responsible for and invested in guiding and supporting students in areas of social and emotional needs. Evidence of attending to the emotional needs of students can be seen in staff behavior toward students as well as carefully thought out guidance lessons. Staff members will also maintain records of individual and small group counselor lessons, documentation of home visits, and interventions provided by the school social worker and school nurse. Staff members consistently use strategies which have been gleaned from professional development on meeting student needs above core academics. It will be clearly evident that outside support agencies are in partnership with the school. The MTSS team will meet, evaluate, analyze, and determine support for students who present ongoing social/emotional issues.			**Jennie Santiano**	**06/08/2018**
Actions			**3 of 4 (75%)**		
	9/8/17	All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Teachers will implement Olweus, collaborate with Student Services, and provide a variety of support based on individual student needs.		Jennie Santiano	06/08/2018
Notes:					
	10/3/17	Logs will be kept from group/team program meetings.	Complete 06/08/2018	Jennie Santiano	06/08/2018
Notes:					
	10/3/17	Evidence provided of contacts for mental health and support resources.	Complete 06/08/2018	Jennie Santiano	06/08/2018
Notes:					
	10/3/17	Evidence provided of Olweus meetings, trainings, lessons, and kick-off assembly.	Complete 10/10/2017	Jennie Santiano	06/08/2018
Notes:					
Implementation:			09/13/2018		
Evidence	9/13/2018 Evidences that substantiate this indicator being fully implemented are as follows: logs were kept from team meetings, and contacts with mental health and support resources teacher observations have led to referrals for support and intervention implementation of Olweus and Second Step collaboration with colleagues with expertise in areas of need				

Experience	9/13/2018 With full implementation in place, staff members have been equipped to meet a plethora of student needs. Beyond core academics, staff has capitalized on collaborating and determining strategies which have been applied to ensure the proper support of students. Staff members have come together to understand the various steps and identify experts to support this process.			
Sustainability	9/13/2018 In order to maintain full implementation, staff will need to continually receive professional development and search research based strategies to address the ever changing needs of students.			

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:		We are currently doing the following: • Screening incoming kindergartners (DIAL 4) • KEA implementation begins from the first day of school • Vertical grade level discussions • 5th grade visits the middle school • Screening for 5th grade students in math • Working closely with 3rd/4th transitional students • Administration visits the middle school • Middle school principal visits elementary school • Middle school students encourage 5th graders to attend summer camp sessions (Summer Enrichment Redefines My Success) • Integrated visits from middle and high school students include career day, quarterly assemblies, teacher cadets, drama students visit before performance • Science day consisted of upper grades and lower grades working together • EOY testing pep rally, and Transition Night.	Limited Development 08/16/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		When fully implemented, students, stakeholders, and staff will experience a smooth and informed method of transitioning students from one grade level to the next and from elementary to middle school.	**Objective Met 09/26/18**	**Stephanie York**	**06/08/2018**
Actions					
	9/8/17	During kindergarten registration, parents will be informed regarding what information is needed and what they can expect as their child enters kindergarten.	Complete 03/06/2018	Heather Clark	06/08/2018
	Notes:				
	10/3/17	For students already attending school, a spring transition night will be held. During this evening event, students will visit the grade level above and learn of teacher and academic expectations.	Complete 05/03/2018	Heather Clark	06/08/2018
	Notes:				

10/3/17	For 5th grade students transitioning to middle school, a spring visit to the school takes place in March or early April. Middle school teachers also send a screening for 5th graders to complete prior to transitioning to 6th grade.	Complete 04/16/2018	Heather Clark	06/08/2018
Notes:				
10/3/17	During a spring orientation, incoming kindergartners will visit Coleridge for an interactive assessment session. Staff members will observe students in a social setting to determine their level of school readiness skills.	Complete 05/10/2018	Heather Clark	06/08/2018
Notes:				
Implementation:		09/26/2018		
Evidence	9/13/2018 Evidences that substantiate full implementation of this indicator are as follows: Kindergarten registration and orientation Spring Transition Night Middle School transition for 5th graders			
Experience	9/13/2018 With full implementation, a system has been put into action to transition students from one grade level to the next and from elementary school to middle school. This system has allowed all stakeholders to understand what students will experience at the next level.			
Sustainability	9/13/2018 In order to sustain implementation, methods which have been put in place will be continued. In addition, as needs arise, staff members and stakeholders will continue to develop new strategies and methods of supporting students in their transitions through various grade levels.			

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:	Evidence provided by the district- see evidence folder	Full Implementation 06/22/2017		

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The following steps have been taken by the Leadership Team/Professional staff members to implement this indicator: • Meet at least twice a month to assess our School Improvement Goals • Quarterly meetings to review data and add evidences to support progress toward meeting goals • Discuss the school-wide implementation and use of resources • School Improvement Team (SIT) is elected by the staff • Previous years SIT meets during the summer with the new SIT to transition into the new school year.	Limited Development 04/25/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		When fully implemented monthly reviews of the School Improvement Plan will reveal the progress being made to toward implementing effective practices with fidelity. There will also be consistent steps for tracking student progress through data analysis and collaborative conversations during PLTs and MTSS meetings. The administrative team will review lesson plans, conduct formal and informal observations and visit classrooms on a regular basis. In addition, the SIT reviews the purchase, implementation, and use of resources.	**Objective Met 09/26/18**	**Katie Henderson**	**06/08/2018**
Actions					
	9/8/17	School leadership team will meet twice a month to review implementation of effective practices. The team will meet as a school-wide effort to review and implement through MTSS meetings and PLTs.	Complete 06/08/2018	Katie Henderson	06/08/2018
	Notes:				
	10/3/17	The Leadership Team will collect evidences to document student progress.	Complete 06/08/2018	Katie Henderson	06/07/2019
	Notes:				
	10/3/17	Lesson plans and quarterly planning notes will be reviewed by administration and lead teacher.	Complete 06/08/2018	Katie Henderson	06/08/2018
	Notes:				
	10/3/17	Informal and formal observations will be conducted by the administrative team.	Complete 06/08/2018	Katie Henderson	06/08/2018

Notes:				
10/3/17	Daily walk throughs will be conducted by administrative team and lead teacher.	Complete 06/08/2018	Katie Henderson	06/08/2018
Notes:				
10/3/17	District walk throughs will be conducted twice each year.	Complete 02/15/2018	Katie Henderson	06/08/2018
Notes:				
10/3/17	District data reviews will be conducted.	Complete 03/13/2018	Katie Henderson	06/08/2018
Notes:				
Implementation:		09/26/2018		
Evidence	9/13/2018 Evidences that substantiate the implementation of this objective are as follows: SIT agenda and minutes Lesson plans and quarterly plans Informal and formal observations Daily walk through observations District walk through documentation District data review in uploaded folder			
Experience	9/13/2018 With full implementation, monthly reviews have proven to guide decision making for a cycle of continuous school improvement. A big part of this has been tracking student progress by examining multiple points of data and analyzing student needs for both intervention and extension. The use of informal and formal observations have proven to be a productive measure in monitoring lesson plans, and the use of instructional strategies to support academic achievement of students. In addition, the School Improvement Team has been consistent in determining the best use of resources available.			

Sustainability	9/13/2018 In order to sustain our efforts and continue to meet the objectives of this indicator, the School Improvement Team (SIT) will continue to monitor the progress the school is making toward meeting our goals. We will continue to track student progress through data analysis and collaborative conversations during PLTs and MTSS meetings. Administration will continue to review lesson plans, conduct formal and informal observations, and visit classrooms regularly in order to ensure effective practices are being used school wide. In addition, the SIT will continue to closely monitor all purchases and the use of available resources.			

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:	Our School Improvement Team is currently in the process of reviewing Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action steps will be added in the future as progress toward this indicator is achieved. The following steps have been taken to implement this indicator: • Teachers are provided a designated planning time at least four out of five days per week. • Weekly PLTs include instructional suggestions, review of instructional materials and review of data to inform instruction in the classroom. • One afternoon per month, teachers are given an opportunity to meet for school-wide collaborative planning. • Classroom teachers are provided time during the instructional day to meet three times per year for quarterly planning (coverage for classrooms is arranged).	Limited Development 04/25/2017		
	Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:	When fully implemented, teachers will meet after school or during one of their planning periods on a consistent basis for collaborative grade level planning. One afternoon each month, all certified staff meets for school wide collaborative planning. Three times a year, grade levels will be provided a day for quarterly planning. In addition, all teachers will meet weekly in PLTs to provide an opportunity for instructional suggestions, review of materials and a review of data. Documentation for all the instructional planning will be collected, reviewed and retained as artifacts.		**Alley Crook**	**06/07/2019**
Actions		**3 of 8 (38%)**		
9/8/17	Administrative team and lead teacher will plan for duties and instructional planning such as scheduling for duty free lunch, and a specific day and time for lesson planning.		Alley Crook	06/07/2019
Notes:				
10/3/17	Teachers will document the use of instructional ideas provided at PLTs in lesson plans.		Alley Crook	06/07/2019

Notes:				
10/3/17	Teachers will meet for collaborative planning once per month and document ideas shared.	Complete 03/13/2018	Alley Crook	06/07/2019
Notes:				
10/3/17	Teachers will meet for quarterly grade level planning. Coverage for a whole day will be provided.Teachers will provide quarterly planning notes to administration and lead teacher.	Complete 03/28/2018	Alley Crook	06/07/2019
Notes:				
10/3/17	Teachers will schedule a consistent planning day after school for their grade level.		Alley Crook	06/07/2019
Notes:				
10/3/17	Teachers will implement selected instructional strategies provided during PLTs.	Complete 04/26/2018	Alley Crook	06/08/2019
Notes:				
10/3/17	Teachers will provide documentation of grade level planning and team members present.		Alley Crook	06/08/2019
Notes:				
9/12/18	During collaborative planning, teachers will need to submit documentation of ideas shared with support staff.		Alley Crook	06/07/2019
Notes:				
Implementation:		09/12/2018		
Evidence	9/12/2018 Instructional strategies are noted in lesson plans, as well as PLT agendas.			
Experience	9/12/2018 Teachers met weekly in PLTs to discuss data, and instructional strategies to troubleshoot areas of student needs.			
Sustainability	9/12/2018 Teachers will continue to meet during PLTs, and grade level planning times to discuss instructional strategies to help students meet proficiency.			

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 following steps have been taken to implement this indicator: • Daily Classroom walk throughs by administration • Weekly PLTs attendance • Required Teacher Evaluation observations (True North Logic) • PDPs • Individualized feedback to teachers • Feedback provided during staff meetings • Monitors classroom instruction regularly to plan and determine professional development needs	Limited Development 04/25/2017		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Grade level quarterly and weekly plans will be reviewed by administration and the lead teacher. Daily walk throughs are done with fidelity. The administrative team provides explicit constructive feedback. During staff meetings teachers are recognized for outstanding instructional practices and achievements. Information from teacher observations and discussions will be used to guide instructional improvements.		**Jo Glidewell**	**06/07/2019**
Actions		**2 of 3 (67%)**		
9/8/17	The principal will monitor curriculum and classroom instruction regularly and provide timely, clear, constructive feedback to teachers. Administration will be more consistent in leaving feedback when completing classroom walk throughs.		Jo Glidewell	06/07/2019
Notes:				
10/3/17	During monthly staff meetings, staff members will be recognized for innovative and inspiring teaching practices.	Complete 04/17/2018	Jo Glidewell	06/08/2018
Notes:				
10/3/17	Information from district walk throughs will provide constructive feedback to teachers to help improve instructional practices.	Complete 02/15/2018	Jo Glidewell	06/08/2018
Notes:				
Implementation:		09/12/2018		

Evidence	9/12/2018 Documentation is provided that lists the recognition of staff members. Notes were taken during the district observation and feedback sessions			
Experience	9/12/2018 The principal gave monthly "shout outs" during staff meetings from classroom observations during walk throughs. The district also provided feedback for teachers on improving instruction in classrooms during their walk through observations in the fall and spring semesters.			
Sustainability	9/12/2018 Administration will continue to recognize effective classroom instruction and efforts within the school to promote positivity. District administration will continue to spend time in classrooms observing the instructional strategies and providing feedback.			

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Quality of professional development**			
KEY C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The following steps have been taken to implement this indicator: • Creation of a Data Team which meets quarterly • Creation of a flexible data wall • School Improvement Team meetings monthly or more often if needed • PLTs • School Net • Planning - quarterly/weekly • mClass • Fountas and Pinnell • NC Check In 5th grade • Data notebooks - teacher and student • Attendance data- student and staff • Classroom observation data • District Walk Through data • Teacher Working Conditions Survey • Peer Observations	Limited Development 04/25/2017		
How it will look when fully met:	Teachers and administration will consistently look at school performance data as a whole, per classroom, and as individual students. Data will be used to determine areas of need for students and staff. Results will be posted via data walls, charts, student and teacher data notebooks, data meetings, PLTs, and District walk throughs.	**Add Actions**	**Amy Lamb**	**06/07/2019**
Actions		**5 of 6 (83%)**		
9/8/17	Data will be collected and shared through data walls, charts, and graphs during PLTs. The School Improvement Team/Data Team will discuss collected information during monthly and quarterly meetings. These discussions will lead the decision making process about school improvement and professional development needs. In addition to these measures, the Teacher Working Conditions Survey will also serve as a guide to the decision making process.	Complete 06/08/2018	Amy Lamb	06/08/2018
Notes:				

Date	Description	Implementation Status	Assigned To	Target Date
10/3/17	Collected data will also be documented in student and teacher data notebooks. Student notebooks will be shared during student led parent-teacher conferences.	Complete 06/08/2018	Amy Lamb	06/08/2018
	Notes:			
10/3/17	School wide data will be posted in the data room/lead teacher office.	Complete 04/19/2018	Amy Lamb	06/08/2018
	Notes:			
10/3/17	Time will be set aside during PLTs to discuss data with colleagues and share areas of success and areas of need.	Complete 04/26/2018	Amy Lamb	06/08/2018
	Notes:			
10/3/17	An attendance committee will meet twice a month to help increase attendance by discussing methods to assist students and families.	Complete 06/08/2018	Amy Lamb	06/08/2018
	Notes:			
10/16/17	Classroom data walls will be used to track individual class progress.		Amy Lamb	06/07/2019
	Notes:			

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Talent recruitment and retention**			
KEY C3.04	**The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Evidence provided by the district- see evidence folder	Full Implementation 06/22/2017		

Core Function:	Dimension D - Planning and Operational Effectiveness			
Effective Practice:	**Resource Allocation**			
	D1.03 **The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Currently, the Leadership Team is elected each spring through anonymous ballots. After the election is held, a joint meeting of the old team and the new team is scheduled to support the transition. The Leadership Team meets twice a month. Additional meetings are held on an as need basis. Team members are notified of meeting dates well in advance. During meetings, team members are encouraged to share their concerns and voice their opinions. A collaborative effort is made to determine areas of opportunities for school wide growth.	Limited Development 08/31/2018		
How it will look when fully met:	When fully implemented, staff members will have developed an understanding of school needs and ways in which funds and staffing will support the continued academic, social, and emotional growth of Coleridge students. Considerations will extend to all stakeholders and accomplishing the goals set forth in our vision and mission statements.		**Jo Glidewell**	**06/07/2019**
Actions		0 of 5 (0%)		
9/10/18	SIT regularly scheduled meetings		Jo Glidewell	06/07/2019
Notes:				
9/10/18	Budget review		Jo Glidewell	06/07/2019
Notes:				
9/10/18	Agenda and minutes of SIT meetings		Jo Glidewell	06/07/2019
Notes:				
9/10/18	Analysis of data		Jo Glidewell	06/07/2019
Notes:				
9/20/18	Communication to staff about SIT decisions and discussions through emails		Jo Glidewell	06/07/2019
Notes:				

Core Function:	Dimension D - Planning and Operational Effectiveness			
Effective Practice:	Facilities and technology			
D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:	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. Evidence provided by the district- see evidence folder	Full Implementation 10/03/2017		

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
KEY E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The following steps have been taken to implement this indicator: • School Messenger • Newsletters- school-wide/teacher • Quarterly Parent Nights/surveys/materials • Peach Jar • Home visits- Social worker/nurse/principal • Parent/Teacher/Student Compacts • Power School portal • Parent/Teacher conferences • Quarterly Awards Days • Teacher webpages - Technology connections to home • Utilize Bilingual advocate	Limited Development 04/25/2017		
How it will look when fully met:	When fully implemented, parents/stakeholders will feel invested in all areas of the school. Through involving parents in parent nights, assemblies, PTO, and School Improvement Team representation, information pertaining to functions of the school will become transparent. There will be a continuous effort to inform parents regarding all aspects of the operation of the school. Staff members will work to build positive relationships and involve parents throughout the year.		**Stephanie York**	**06/07/2019**
Actions		**7 of 9 (78%)**		
10/3/17	Document parent communication logs	Complete 06/08/2018	Stephanie York	06/08/2018
Notes:				
10/3/17	Discuss Title I compacts and expectations with parents and students at Open House and encourage signing of compacts.		Stephanie York	09/20/2018
Notes:				
10/3/17	Revise parent night surveys for Title I nights.	Complete 10/26/2017	Stephanie York	10/26/2017
Notes:	Revise as needed in the future			
10/3/17	Teachers will provide class updates at least monthly through newsletters, or online through webpages, Class Dojo, etc.	Complete 06/08/2018	Stephanie York	06/08/2018

	Notes:			
10/3/17	PTO meetings	Complete 05/03/2018	Stephanie York	06/08/2018
	Notes:			
10/3/17	PTO Advisory Council Meeting	Complete 04/12/2018	Stephanie York	06/08/2018
	Notes:			
10/3/17	School Improvement Team Representative	Complete 06/08/2018	Stephanie York	06/08/2018
	Notes:			
10/18/17	Four Parent Nights will be held throughout the year.	Complete 05/03/2018	Stephanie York	06/08/2018
	Notes:			
9/20/18	Grading expectations letter to parents for all grade levels		Stephanie York	06/07/2019
	Notes:			

RANDOLPH
County School System

School: Coleridge Elementary

School Year: 2018-2019

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

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

Committee Position	Typed Name	Signature	Date
Principal	Jo Glidewell		
Assistant Principal	Katie Henderson		
Lead Teacher	Karen Binns		
Media specialist	Jamie Staley		
Guidance	Jennie Santiano		
Speech pathologist	Megan Ritter		
Kindergarten teacher	Stephanie York		
3rd grade teacher	Alley Crook		
5th grade teacher	Amy Lamb		
Parent	Candy Jones		
Secretary	Melissa Foland		

RANDOLPH
County School System

NCStar/SIP Mandatory Components

School Name: Coleridge Elementary

School Year: 2018-19

Duty-Free Lunch

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

Due to the need to monitor students during the lunch period, teachers are required to be present. Funding does not allow the school to hire additional personnel to monitor students during their lunch period. In order to provide duty free lunch, teachers work on their grade level to cover for each other on a rotational basis.

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.

Resources will be used to provide teachers with planning during the instructional day. The design of the master schedule includes a BEP schedule during which times support staff provide instruction for students. During this 120-210 minute coverage, classroom teachers are provided planning time. Full implementation of this planning schedule will begin November 1, 2017. In addition, a school wide collaborative planning opportunity is scheduled one afternoon per month.

Transition Plan for At-Risk Students

☒ Elementary to Middle School
☐ Middle School to High School

Please describe transition plan below.

At the beginning of the school year, teachers compiled a list of at-risk students based on end of year data and beginning of the year benchmark data. This list will be used throughout the year to monitor student progress. As data is analyzed, the list of students who are at risk will be updated. Remediation times are built into the master schedule. In addition, Title I funds are being used to hire highly qualified remediation tutors, who will be used flexibly from November through May. In April, a school wide transition night is held. For students transitioning to 6th grade, a spring visit to the middle school is planned. Teachers will collect data on these students to be shared with middle school staff.

Safe School Plan for
Coleridge Elementary School

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

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

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

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:
If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

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

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

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

Assistant Principal(s):
Teachers: **All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.**
Teacher Assistants:
Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:
The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

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

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

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

Short-Term (less than 15 days):
Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

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

Long-Term Suspended:
Schools will follow the Randolph County School System Alternative Education Options procedures.

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

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

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

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

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

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

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

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

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

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

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

Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				

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

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

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

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

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

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

- **A separate detailed Crisis Management Plan is maintained per facility.**