



Eastern Randolph High 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:

The vision of Eastern Randolph High School is to prepare all students for post-secondary success in the 21st century.

The mission of Eastern Randolph High School is to provide a safe environment where all teachers work collaboratively to ensure all students are learning.

Goals:

By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above “Level 3” and all subgroups of students will perform at the 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
<i>Initial Assessment:</i>		Fall 2018-Specific focus is covered in RCSS and ERHS Administrator's operating procedures, however, action to achieve those goals is a fluid process demanding consistency and commitment from all stakeholders. School PLT and Peer Observation opportunities are in place to support positive reinforcement of rules and procedures by allowing teachers to be exposed to different techniques that enhance the learning environment and reduce any possible disruptions to the learning environment. Expectations are communicated through class syllabi.	Limited Development 09/26/2017		
<i>How it will look when fully met:</i>		All teachers will reinforce classroom rules and procedures and positively teach and model their classroom rules and procedures. These expectations are posted in every classroom. Instruction and reinforcement for understanding and following the rules and procedures is routine. Positive teaching corrects students behavior on a routine basis.		Michael Williams	06/08/2020
Actions			0 of 3 (0%)		
8/30/18		A common system for recording student exits and entrances during class instructional times will be utilized schoolwide.		Greg Batten	06/08/2019
<i>Notes:</i>					
8/30/18		Teachers will participate in peer observations at least twice a semester and record their observations on a common document to be used school wide.		Greg Batten	06/08/2019
<i>Notes:</i>					
8/30/18		All teachers will communicate with students and parents classroom expectations.		Lori Ann Gardner	06/08/2019
<i>Notes:</i>		Communication can be documented in a variety of mediums - syllabi, telephone calls, emails, teacher websites, Canvas, etc.			

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
<i>Initial Assessment:</i>		Fall 2017 - Varied levels of alignment and consistency throughout curriculum areas are noted. District and school PLCs and professional development opportunities are in place. The school will continue to focus on improved alignment of instruction across all curriculum areas. Also, there will be a focus on aligned assessments developed by teachers working as teams.	Limited Development 06/29/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		All subject areas will have aligned and valid pacing guides with common assessments administered throughout each semester. Evidence will be a collection of resources for each subject area taught. Teachers work in teams to build the curriculum from learning standards, curriculum guides, and a variety of other professional resources. Instructional Teams organize the curriculum into unit plans that assure students master standards-based objectives and also provide opportunities for enhanced learning.		Greg Batten	06/08/2020
Actions			1 of 2 (50%)		
	3/20/18	PLT meetings are monitored and agendas and minutes are collected to ensure the effectiveness of the collaborative planning process.	Complete 03/20/2018	Greg Batten	03/20/2018
<i>Notes:</i>					
	8/30/18	Teachers of the same course will work together to provide common assessments to students enrolled in their classes.		Lori Ann Gardner	06/08/2019
<i>Notes:</i>		A sample of common assessments will be provided from each department.			
Implementation:			08/28/2018		
<i>Evidence</i>		8/28/2018			
<i>Experience</i>		8/28/2018			
<i>Sustainability</i>		8/28/2018			

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>		Fall 2017-All staff have participated in professional development on the MTSS framework presented by the district lead for MTSS. The school has developed an "at risk" list of students for targeted intervention strategies. For example, Enrichment courses for EOC subjects have been implemented.	Limited Development 06/29/2017		
<i>How it will look when fully met:</i>		When fully met in our school, evidence will be available to demonstrate instruction aligned with individual needs of students across all tiers of MTSS. School staff identify students who need additional supports and attempt to provide them within the general education setting. The second and third tiers of support, when necessary, are supplemental to the instruction of the general education classroom. Tiered interventions intensify and tailor instruction to support students with additional needs. School staff can better determine if a student's academic challenges are due to factors other than a learning disability, such as motivation, cultural norms, language barriers or economic needs.		Lori Ann Gardner	06/08/2020
Actions			4 of 5 (80%)		
	6/29/17	Students in English 2 will use Achieve 3000 to increase their individual lexile level. Students will complete at least 4 articles each month.	Complete 06/01/2018	Michael Roberti	06/08/2020
		<i>Notes:</i> Achieve Reports will be generated on a regular basis to monitor student lexile levels.			
	10/18/17	Students will be able to add rigor to their academic course load by enrolling in NCVPS courses or participating in dual enrollment with Randolph Community College for courses not offered on our school campus.	Complete 06/01/2018	Lisa Miller	08/25/2019
		<i>Notes:</i> Enrollment data reports for NCVPS and RCC will indicate the number of students choosing to participate in virtual learning or classes off campus.			
	10/18/17	Classroom teachers routinely embrace the practice of mastery teaching by reteaching and re-assessing student performance on standards.		Susan Workman	06/08/2020
		<i>Notes:</i> Data discussions at PLT meetings by department recorded in PLT minutes for each department. Common Assessment Data			

10/18/17	Students education plans (IEP, 504, SSTP) are implemented with fidelity by all staff to meet the identified supports for individual students.	Complete 06/01/2018	Pam Brice	06/08/2019	
<i>Notes:</i> Master Schedule - ESL pull outs, REI, Curriculum Support. SSTP, IEP, and 504 documentation.					
10/18/17	Students will supplement their studies using APEX, Achieve, Khan Academy, or other digital resources in the virtual learning lab on a routine basis. Teachers will refer students to the virtual learning lab coordinator as needed throughout each semester of the school year.	Complete 06/01/2018	Ross Houston	06/08/2019	
<i>Notes:</i> Tutoring schedule for the virtual learning lab.					
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:		Fall 2018 - Staff experience level and familiarity with services available influence the teacher's ability to address student's emotional needs. The school prepares for a possible traumatic school wide event on a routine basis through drills and practice events. Select staff have been trained in CPI, Crisis Team, OLWEUS, and Autism Team. We have a school nurse on campus two days a week and a quadrant Social Worker on campus one day a week. We have a Student Support Services team consisting of two school counselors, a drop out prevention specialist, and a bilingual advocate to provide comprehensive student support.	Limited Development 06/29/2017		
How it will look when fully met:		Teachers can help students learn to identify and understand their emotions and can teach students strategies for successfully managing their emotions. Teachers model socially acceptable behaviors and staff provide safe environments in which students can discuss and practice emotion management skills for different situations and for changing their emotional states.		Ryan Brown	06/08/2020
Actions			0 of 5 (0%)		
8/30/18	Create a staff/student advisory team.		Lisa Miller	06/08/2019	
<i>Notes:</i> A Staff/Student Advisory Team will be in place by Spring Semester.					
8/30/18	The Drop Out Prevention Coordinator will work with individual students who are at risk of not successfully completing high school.		Kathy Vetal	06/08/2019	
<i>Notes:</i>					
8/30/18	The school social worker will serve our school two days a week to work with students to provide services to support their social, emotional, and physical well being.		Vita Brodnex	06/08/2019	
<i>Notes:</i>					

8/30/18	All staff will work with EC, ESL, and 504 contacts to ensure behavior goals as written on student plans are followed with fidelity.		Pam Brice	06/08/2019
<i>Notes:</i>				
8/30/18	The MTSS Coordinator will work with teachers of students with an active MTSS plan to provide interventions and strategies to support student success.		Lori Ann Gardner	06/08/2019
<i>Notes:</i>				
A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Fall 2018 - According to our NC Report Card, our four-year graduation rate is 89%. Our school will provide all students with academic supports to increase graduation rates.	Limited Development 09/12/2018		
<i>How it will look when fully met:</i>	When fully met, all students who attend Eastern Randolph High School will be aware of multiple academic supports and will also take advantage of the supports needed to keep on track to graduate in four years.		Ryan Brown	06/08/2020
Actions		0 of 3 (0%)		
9/12/18	The school will establish a staff/student advisory team.		Lisa Miller	01/25/2019
<i>Notes:</i> Evidence of Advisory activities can serve as evidence.				
9/12/18	Each Department will develop a tutoring schedule for each day of the week.		Lori Ann Gardner	01/30/2019
<i>Notes:</i> Copies of tutoring schedule will be provided as evidence.				
9/12/18	Students will be enrolled in Academic Enrichment to supplement achievement in Biology, English 2, and Math 1. EVAAS prediction data will be used to identify students to enroll in the course.		Ryan Brown	01/30/2019
<i>Notes:</i> Class rosters can serve as evidence of student enrollment and participation.				

	A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Fall 2018 - Currently, Eastern Randolph High School provides opportunities for extended learning beyond the school day with our learning lab, 8 Saturday Academies a year, and a week of Summer School for EOC courses.	Limited Development 09/12/2018		
How it will look when fully met:		All students will have extended learning opportunities beyond the school day relevant to their studies.		Susan Workman	06/08/2020
Actions			0 of 3 (0%)		
9/12/18	A learning lab will be available for all students beyond the regular school day.			Sharon Cheek	06/08/2019
	<i>Notes:</i> Student Sign In sheets can serve as documentation of student participation.				
9/12/18	Saturday Academies will be offered each semester for students to attend for academic assistance.			Lori Ann Gardner	06/08/2019
	<i>Notes:</i> The target is 4 Saturdays a semester. Student and staff attendance will serve as documentation.				
9/12/18	Summer School will be offered at least for EOC subject areas.			Susan Workman	06/30/2020
	<i>Notes:</i> Student participation records will serve as evidence of participation.				

	A4.13	The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5131)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Fall 2018 - Many students at Eastern Randolph are currently enrolled in rigorous coursework for college and career readiness. However, enrollment in such courses could be greater. For example, we have less AP Courses taught on campus due to less student registration requests.	Limited Development 09/12/2018		
<i>How it will look when fully met:</i>		When fully met, all students at Eastern Randolph will have an opportunity to enroll in and master rigorous coursework for college and career readiness. Advanced Placement and Dual Enrollment programs have been utilized by high-performing or gifted students but a larger student population will increasingly use these courses to challenge themselves and prepare themselves for post-secondary pursuits. Adequate supports will be in place to support all students who choose to enroll in rigorous coursework to give the confidence and support necessary for student success.		Greg Batten	06/08/2020
Actions			0 of 2 (0%)		
9/12/18		All students will be provided information on advanced coursework opportunities through class meetings, advisory team meetings, and one-on-one registration sessions with a counselor, lead teacher, or career development coordinator.		Greg Batten	01/30/2020
		<i>Notes:</i> Enrollment in AP and College transfer courses will serve as evidence for this action.			
9/12/18		A college advisor will conduct sessions with students in all grade levels to encourage and explain the importance of a rigorous course of study with college admissions.		Salem Hockett	06/08/2019
		<i>Notes:</i> Samples of student handouts and meeting agendas can serve as evidence for this action.			

	A4.15	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5133)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Fall 2018- Many students choose to learn through nontraditional educational settings by registering for NCVPS courses, RCC courses, or iLearn courses. All students do not participate in nontraditional education settings.	Limited Development 09/12/2018		
How it will look when fully met:		All students will be aware of the opportunities available for them to pursue their education in a nontraditional setting such as virtual courses through NCVPS and iLearn, dual enrollment with our local community college for both college transfer courses and skills courses, internships through the career development program, service learning through our occupational course of study, and other opportunities.		Greg Batten	06/08/2020
Actions			0 of 4 (0%)		
9/12/18	Juniors and Seniors in our exceptional children's department participate in PETS - Pre-Employment Transition Services training.			Pam Brice	06/08/2020
	<i>Notes:</i> Handouts and student participation lists will serve as evidence.				
9/12/18	Students at ERHS will participate in Randolph Works and Apprenticeship Randolph.			Lauren Overman	06/08/2020
	<i>Notes:</i> Student participation data will serve as evidence for this action.				
9/12/18	Students at ERHS will enroll in iLearn classes.			Foster Cates	06/08/2020
	<i>Notes:</i> Class rosters will serve as evidence of student participation in iLearn.				
9/12/18	Students in the Occupational Course of Study complete community service learning hours as well as paid service learning hours. Teachers coordinate with local community businesses to arrange for student placement.			Alicia Vestal	06/08/2020
	<i>Notes:</i> Documentation of service learning hours will serve as evidence for this action.				

	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Fall 2018-We host a Parent Night for rising 9th grades while in eighth grade, eighth grade Spring Tours of ER, and a Freshman Orientation prior to Fall Open House. We are served by a College Adviser who meets with each senior individually. Student Services assist with College Free Application Week and offer field trips to community colleges and four-year universities. The Math Dept administers the NCEMPT in all upper level math classes.	Limited Development 09/26/2017				
<i>How it will look when fully met:</i>	The school develops, implements, and evaluates explicit and ongoing plans to support student transitions across grades and levels of schooling. Incoming students are monitored for early warning indicators and provided appropriate supports, personalizing learning, access to highly supportive faculty, and college/career advising. Transition programs (from middle to high and from high to post-secondary) alleviate many student concerns and provide supports for academic success.		Lauren Overman	06/08/2020		
Actions				0 of 5 (0%)		
8/30/18	The school will create a Staff/Student Advisory Team.		Lisa Miller	06/08/2019		
<i>Notes:</i> A Staff/Student Advisory Team will be in place by Spring Semester.						
8/30/18	College Advisors will be on campus to work with students in groups as well as individuals on transitioning from high school to post-secondary education.		Greg Batten	06/08/2019		
<i>Notes:</i> College Corp Advisor will be on campus each day. Randolph Community College Advisor will be on campus twice a week.						
8/30/18	Rising freshmen will be encouraged to participate in Freshmen Orientation prior to the beginning of the school year.		Ryan Brown	06/08/2019		
<i>Notes:</i>						
8/30/18	All students will attend grade level meetings for the purpose of receiving information pertinent to their individual year of high school studies.		Greg Batten	06/08/2019		
<i>Notes:</i>						
8/30/18	The Career Development Coordinator will work with students to provide career counseling and create a career plan for individual students.		Lauren Osborne	06/08/2019		
<i>Notes:</i>						

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
<i>Initial Assessment:</i>		Fall 2017 - The LEA has an LEA Support and Improvement Team: • Catherine Berry, Assistant Superintendent for Curriculum and Instruction • Larry Chappell, Director of Middle Schools/AIG/Title II • Nancy Cross, Director of CTE and Innovative School Design • Beth Davis, Director of Testing and Accountability/PowerSchool • Lynette Graves, Director of Elementary Schools and Title I • Kim Johnson, Director of High Schools and ESL • Brooke Johnston, Director of Exceptional Children • Nan York, Director of Media and Technology	Full Implementation 06/29/2017		
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
<i>Initial Assessment:</i>		Fall 2017-A comprehensive leadership team exists with representation from all stakeholder groups. There is a need to increase frequency of meetings from once a month to twice a month.	Limited Development 06/29/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Leadership Team includes the principal, teacher leaders, and other staff as appropriate to the size and composition of ERHS. Leadership Team meets at least twice a month in regularly scheduled meeting of at least an hour. The Leadership Team operates with agendas, keeps minutes, stays focused, and follows through with the plans they make.	Objective Met 08/30/18	Greg Batten	06/08/2019
Actions					
	8/30/18	The School Improvement Team will meet a minimum of once a month to monitor school progress and develop plans to increase the success of the school.	Complete 06/08/2018	Lori Ann Gardner	06/08/2018
	<i>Notes:</i>				
	8/30/18	The Administrative Team will meet at least once a month to discuss school progress and determine next steps toward school achievement.	Complete 06/08/2018	Greg Batten	06/08/2018

Notes:

Implementation:		08/30/2018		
Evidence	8/30/2018 Minutes of meetings are provided as evidence.			
Experience	8/30/2018 A set schedule is communicated to all members of the School Improvement Team and the Administrative Team to ensure at least a monthly meeting of both teams.			
Sustainability	8/30/2018 Monthly Meetings of both teams is part of the normal routine at this school. These meetings are no longer expectations but they are routine.			

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
<i>Initial Assessment:</i>		Fall 2017-Teams that currently exist consist of Attendance Team, Scholarship Team, Leadership Team, Data Team, and Administrative Team. Teams document their work through agendas and minutes of meetings. Currently the duty roster should be developed to support members of teams to work together collaboratively during the school day when appropriate.	Limited Development 06/29/2017		
<i>How it will look when fully met:</i>		Teams exist on campus to address three unique areas of need -- instruction and instructional methods, whole school improvement planning, and family community connections. The Leadership Team meets once per month to discuss and develop the school improvement plan. The committee members serve in an advisory role to the principal making school wide decisions related to the school improvement process as a whole. Instructional Teams meet monthly to discuss concerns or to share ideas and provide feedback which is recorded at each meeting. Instructional Teams are manageable groupings of teachers by subject area who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of students in the subject area for which the team is responsible. Teams with a focus on family and community connections advises, plans, and assists with matters related to the school-home compact, homework, open houses, parent-teacher conferences, school-home communication, and parent education.		Greg Batten	06/08/2020
<i>Actions</i>			2 of 5 (40%)		
10/18/17	Regularly scheduled PLT meetings by subject area will occur at least monthly in all departments. Minutes of all PLT meetings will be submitted to administrator assigned to the department.		Complete 06/01/2018	Susan Workman	06/08/2019
<i>Notes:</i> Minutes of PLC Team meetings will be submitted each month.					
10/18/17	LDC Teacher Leader Team is responsible for the spread of LDC to at least 40% of the staff in 2017-2018 and all staff the following year. LDC Team will provide professional development sessions and work with other teachers to develop lesson plans using the LDC template and continually grow other teachers in LDC process.			Michael Roberti	06/08/2019
<i>Notes:</i> Sample lesson plans and PD Documentation will serve as evidence for this action.					

10/18/17	The Local MDC Coach and MDC Teacher Leaders will provide professional development and work with other math teachers to include at least 40% participation in 2017-2018 and 100% participation the following year. MDC Teacher Leaders will model MDC lessons for all math teachers on campus.		Lori Ann Gardner	06/08/2019
<i>Notes:</i> Required MDC documentation can serve as evidence of completion.				
10/18/17	Attendance Team will identify students who are at risk regarding absences, poor class performance, or social/economic/emotional concerns and meet with these students regarding supports and interventions available to these students based on individual student needs.		Kathy Vestal	06/08/2020
<i>Notes:</i> At risk data reports, drop out rates, retention rates, and other available reports can serve as evidence for this action.				
10/18/17	A master schedule and duty roster will be developed to provide protected planning time for all teachers.	Complete 06/13/2018	Cecil Mock	06/08/2019
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Fall 2018 - Curriculum and instruction is monitored on a daily basis with administrative classroom visits. The Lead Teacher and Career Development Coordinator also conduct classroom visits. Each teacher is required to complete peer observations within each semester.	Limited Development 06/29/2017		
<i>How it will look when fully met:</i>		The administrative team are the instructional leaders of the school. The principal along with administrative staff focuses on instruction, establishes expectations, develops processes for team planning and instructional delivery, monitors work, meets with teams, visits classrooms, and reinforces good practice. All administrative staff are highly visible with a focus on rigorous instruction and invested in the curricular program of the school. All administrative staff are knowledgeable about assessment practices and personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels.		Greg Batten	06/08/2020
Actions			0 of 4 (0%)		
	8/30/18	The Administrative Team will conduct Walk-Through Observations using a common tool for documentation and feedback will be shared at Administrative Team meetings to discuss student engagement and instructional delivery methods that were observed.		Greg Batten	06/08/2019
<i>Notes:</i>					
	8/30/18	Monthly faculty meetings will be held to provide professional development to all staff to strengthen instructional practices and increase student engagement. The content of the meetings will be determined from feedback from Administrative Team Walk-Through data.		Greg Batten	06/08/2019
<i>Notes:</i>					
	8/30/18	All staff will participate in Peer Observations and record their findings on a common observation document to be used school-wide.		Greg Batten	06/08/2019
<i>Notes:</i>					
	8/30/18	The Administration will develop an observation schedule for all staff that will be communicated and followed with fidelity using the North Carolina Educator Evaluation System.		Greg Batten	06/08/2019

Notes:

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>		Fall 2017 - Faculty have been educated on various data resources to which they have access-including EVAAS, Schoolnet, Achieve, APEX, Khan Academy, etc. We will continue to offer professional development on the acquisition and interpretation of appropriate data to drive classroom instruction. All classroom teachers enter data from these resources in a data tracking sheet updated throughout the semester.	Limited Development 06/29/2017		
<i>How it will look when fully met:</i>		When fully met, all staff routinely deliver and plan data driven instruction and routinely re-direct instruction based on data from assessments, both formative and summative. Student performance data and classroom observation data are analyzed to plan professional development. The Leadership Team reviews available data and assesses where there are strengths to be celebrated and weaknesses that need shoring up. The Administrative, Leadership, and PLT Teams work to review the research, share and test new practices, and help teachers integrate better practice into their classrooms in a sustainable way.		Greg Batten	10/30/2019
Actions			3 of 6 (50%)		
	6/29/17	Administratively set PLT schedules.	Complete 06/01/2018	Greg Batten	06/08/2020
<i>Notes:</i>					
	6/29/17	Standards based assessments will be monitored and collected along with student performance data.		Greg Batten	06/08/2020
<i>Notes:</i>					
	10/18/17	All teachers will use data trackers to monitor student progress and identify at risk students and possible interventions.	Complete 06/01/2018	Lori Ann Gardner	06/08/2019
<i>Notes:</i>					
	10/18/17	Administrative and Leadership Teams will analyze data from staff evaluations and feedback from instructional rounds to identify key areas of focus to improve instruction and provide staff development sessions on campus.		Greg Batten	06/08/2020
<i>Notes:</i>					

10/18/17	Subject alike teachers will create and analyze data from common assessments throughout the year. EOC teachers will analyze data from common benchmarks. Data analysis will determine the next steps for instruction to increase mastery of standards for individual students.	Complete 06/01/2018	Hayes Hinson	06/08/2020
<i>Notes:</i>				
10/18/17	EVAAS projection reports, at risk reports, final exam scores, and NCEES reports are all factors that drive the creation of the master schedule and individual student schedules.		Ryan Brown	06/08/2020
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Fall 2017-Fully Implemented at the District Level.	Full Implementation 06/29/2017		

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
<i>Initial Assessment:</i>		Fall 2018 - Multiple opportunities for parent and community involvement exist on campus, including active booster clubs in athletics, FFA, band, chorus. Equitable parent participation continues to be a challenge. Parent information nights are held on various topics throughout the year, communicated through School Messenger phone calls and posted on the school website.	Limited Development 06/29/2017		
<i>How it will look when fully met:</i>		The school helps parents engage in the learning of their children and realizes the school is most effective when the home does its part. The connection between the school and the home is essential to school improvement and school success. Considerable and consistent attention is given to reinforce the connection between the school and the home. The school provides multiple opportunities to communicate what families can do to support their children's learning and where they can find further support.		Pam Brice	06/08/2020
Actions			0 of 6 (0%)		
	8/30/18	The school will participate in Quadrant ESL Parent Nights.		Cindy Hardister	06/08/2019
		<i>Notes:</i>			
	8/30/18	The school will provide a FAFSA Parent Night where parents and their senior students will work with counselors and college advisors to provide accurate information on the FAFSA requirement for post-secondary studies.		Ryan Brown	06/08/2019
		<i>Notes:</i>			
	8/30/18	Parents and students and community members will be invited to campus to participate in Open House on campus to meet staff and discuss expectations and strategies for student success.		Greg Batten	06/08/2019
		<i>Notes:</i>			
	8/30/18	Information will be communicated to all parents and guardians regarding access to Parent Portal where parents and guardians can constantly monitor student grades and attendance.		Ryan Brown	06/08/2019

Notes: Reports will be generated to monitor the parent and guardian use of Parent Portal throughout the school year.

8/30/18 All teachers will maintain a parent/guardian contact log throughout each semester.

Cecil Mock

06/08/2019

Notes:

8/30/18 Teachers will provide students and parents/guardians with a class syllabus to communicate classroom expectations for daily activities, grading, and behavior.

Lori Ann Gardner

06/08/2019

Notes:



NCStar/SIP Mandatory Components

School Name: **Eastern Randolph High School**

School Year: **2018-2019**

Duty-Free Lunch

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

There are 4 lunches during third block. Teachers with a class third block are free to eat lunch on their own while students are at lunch. Teachers with third block planning are assigned to duty for one lunch period which leaves sufficient time for a duty-free lunch during the remainder of the block.

Duty-Free Instructional Planning

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

Classroom teachers have one out of four blocks for instructional planning. Each block is 94 minutes in length. When duties are assigned during planning blocks they are no longer than 30 minutes in length, leaving 64 minutes of planning time a day or 5 hours and 20 minutes a week.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

High school staff members visit the middle school during the spring of students eighth grade year to introduce students to course offerings and extracurricular opportunities at the high school. Each eighth grader meets individually with a high school counselor, CDC, or lead teacher to choose their classes for ninth grade. Rising freshmen and their parents are invited to the high school campus late spring for an introduction to our school and a campus tour. Eighth graders participate in a Freshman Orientation conducted in small groups in conjunction with Open House prior to the beginning of the school year.

Safe School Plan for

Eastern Randolph High School

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

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

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

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

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

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

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

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

Assistant Principal(s):

Teachers:

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

Teacher Assistants:

Other School Staff:

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

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

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

The Randolph County School System utilizes the 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 planned 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:				
<ul style="list-style-type: none"> ● 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:				
<ul style="list-style-type: none"> ● 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.**