RANDOLPH
County School System

Randolph Early College High School

School Improvement Plan

2019-2020

Comprehensive Progress Report

Mission:

The mission of Randolph Early College High School is to be a student-centered school that meets the academic, emotional, and social needs of all learners while preparing them to be productive citizens who enter college or the workforce with 21st century skills.

Vision:

The staff at Randolph Early College High School will make the school environment relevant to the real-world and future employment opportunities, maintain a safe and nurturing environment for all students, share accountability for all opportunities that exist within the school, and continuously promote lifelong learning.

Goals:

Students First in All We Do

! = Past Due Objectives	KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**High expectations for all staff and students**			
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:		Students are given a District Student Guide and the school procedures are shared during classes and seminars.	Limited Development 09/14/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Students will clearly understand the expectations of all of their teachers and staff of Randolph Early College High School. There will be positive reminders for students on their first offense against school policies, and there will be uniform methods of reminding students of the rules and	Objective Met 05/19/19	Ericka Bell	05/21/2019

	policies of the school. All teachers will employ school rules and policies so that there is no confusion among students. School rules and policies will be addressed regularly in seminars so that students remember them. Students will be reminded of the school´s attendance and tardy policy. All teachers will enforce school rules and policies at all times. Students will be recognized for good behavior and attendance through random acts of kindness, ¨caught in the act¨ notifications, student of the month celebrations, and celebrations of attendance. Pictures of the Student of the Month recognition banquet in November will provide evidence of this action step.				

Actions					
	10/18/17	We will create a monthly list of seminar topics, speakers, and activities will be shared and implemented.	Complete 04/24/2018	C. Harris, B. Blackmon, J.Peterson, A. Mroczkowski	05/17/2018
	Notes:	We will share seminar topics and calendar of guest speakers and special events.			
	8/31/18	At the beginning of the school year, students will receive information via class meetings about rules and procedures.	Complete 08/31/2018	Shea Grosch	08/31/2018
	Notes:				
	8/31/18	All teachers will make their syllabus available to their students.	Complete 09/19/2018	Shea Grosch	09/30/2018
	Notes:				
	8/31/18	Each month, students will be recognized for good character, behavior etc., and at the end of each semester there will be an evening recognition banquet.	Complete 12/31/2018	Melissa Scott	12/31/2018
	Notes:				
	8/31/18	Teachers will post classroom rules and procedures in classrooms.	Complete 02/26/2019	Ericka Bell	05/20/2019
	Notes:				
	10/18/17	We will provide ways to recognize students/grade levels who attend school regularly.	Complete 05/19/2019	Kathy Kelley	05/20/2019
	Notes:	Student attendance will be celebrated by grade level and for individual students.			
	8/31/18	Students will be made aware of the school´s tardy policy.	Complete 05/19/2019	Melissa Scott	05/21/2019
	Notes:				

8/31/18	Faculty and staff will report to their assigned weekly duties (morning, lunch, afternoon) on time to ensure students are following school rules and procedures.	Complete 05/19/2019	Shea Grosch	05/21/2019
Notes:				
8/31/18	Students who are recognized and/or noticed doing something good will be praised via picture or ¨shout out¨ somewhere in our school.	Complete 05/19/2019	Williams and Scott	05/21/2019
Notes:	Williams will also be responsible for this.			
Implementation:		05/19/2019		
Evidence	5/19/2019 Please see link Google folders.			
Experience	5/19/2019 With the help of our new student advocate, we were able to recognize students with perfect attendance more routinely. This objective was successful also due to our data manager who kept our announcements updated regularly.			
Sustainability	5/19/2019 We will continue shouting out those students who do good things, recognizing those who attend school regularly, and making sure all expectations are known and posted.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	Curriculum and instructional alignment			
KEY A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We currently have nine teachers who teach single content level classes and three teachers that share their common courses in math. Our school uses the district pacing guides and resources shared through the district and school level Professional Learning Communities (PLCs).	Limited Development 09/14/2017		
How it will look when fully met:	Our school will consistently review and share pacing information and lessons with the Professional Learning Community. 100% of teachers will implement writing and literacy strategies into core academic courses and show evidence of authentic writing. Our teachers will communicate with other teachers of the same content in the district to share strategies and best practices within their shared content. Teachers will take the initiative to do this. Teachers will communicate with support staff when time permits them to leave their classroom go and see their peers teach. Support staff will be available to cover classes in order for teachers to do this. Teachers will be able to		Monica Williams	05/22/2020

		leave campus to see other teachers in the district teach within their same content area.				
Actions			**1 of 2 (50%)**			
	9/20/17	Teachers will share examples of lessons, activities, writing prompts, etc. within their PLCs. Evidence of this will be in shared PLC notes.	Complete 04/29/2019		Monica Williams	05/20/2019
	Notes:					
	9/20/17	Coverage will be provided for teachers to go and see other teachers within the school.			Scott, Cross, and Kelley	05/20/2020
	Notes:					
		Cross and Kelley will also help with this.				

		A2.07	**ALL teachers include vocabulary development as learning objectives.(5097)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Teachers at RECHS utilize vocabulary and vocabulary strategies in a variety of ways. Lessons focus on strategies for teaching Tier 1, 2, and 3 words to enhance the learning experience for students, and teachers use multiple methods to assess students' learning and retaining of these words.	Limited Development 09/16/2019		
How it will look when fully met:			When this objective is being fully met, vocabulary will be displayed in every classroom; teachers may use whatever visual display they choose, lesson plans will have an area of focus for vocabulary and how it will be taught during units/lessons, teachers will share their vocabulary strategies during their PLCs, and students will be able to use and retain Tier 2 and Tier 3 vocabulary words after having multiple opportunities to practice and interact with the vocabulary. Teachers may utilize various methods of assessment to determine this and share out during PLCs. Evidence that will support this objective will include lesson plans, formative assessments, student grades, all shared during PLCs. PLC notes will serve as evidence as well.		**Wendy Kennedy-Gann**	**05/22/2020**
Actions				**0 of 4 (0%)**		
	9/16/19	Teachers will have a visual display of their current vocabulary somewhere in their classroom.			Wendy Kennedy-Gann	05/22/2020
	Notes:					
	9/16/19	Teachers will be intentional about vocabulary and strategies somewhere in their lesson plan.			Shea Grosch	05/22/2020

		Notes:				
	9/16/19	During PLCs, teachers will share and document their vocabulary strategies.			Wendy Kennedy-Gann	05/22/2020
		Notes:				
	9/16/19	Teachers will have an intentional focus on not only the introduction of vocabulary, but also the retention of the vocabulary being taught. They will share their experiences and strategies (methods of assessment) during their PLCs.			Wendy Kennedy-Gann	05/22/2020
		Notes:				

		A2.23	**All teachers assign rich reading and the application of the reading in written work and discussion.(5327)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently our school professional development plan is focused on reading and writing in the contents; therefore, this will connect well with this indicator. Teachers have shown a desire to do better with this (based on results from a professional development survey given at the end of last school year) so currently teachers at RECHS are hoping to integrate high-level texts and writing into their lessons frequently.	Limited Development 09/16/2019		
How it will look when fully met:			When this objective is fully met, teachers will be familiar with the lexile levels used to determine college and career readiness per grade level; teachers will include high-level texts for students to read during lessons whenever possible; students will frequently write and discuss based on high-level texts provided by their teachers; students will be exposed to high-level texts across all content areas, and students will respond to high-level texts through both writing and discussion across all the content areas.		**Monica Williams**	**05/22/2020**
Actions				**0 of 4 (0%)**		
	9/16/19	Teachers will be provided with information about lexile levels.			Wendy Kennedy-Gann	12/31/2019
		Notes:				
	9/16/19	Teachers will share during in-house professional development the various high-level texts they use in their classes, and this will be documented in their lesson plans.			Monica Williams	05/22/2020
		Notes:				
	9/16/19	During content PLCs, teachers will share how students are reading and responding to high-level texts through writing and discussion, and this will be documented through PLC notes.			Monica Williams	05/22/2020

	Notes:				
	9/16/19	In team PLCs, teachers will share how students are reading and responding to high-level texts through writing and discussion, and this will documented through PLC notes. (This will allow us to see how high-level text is being used across the content areas.)		Shea Grosch	05/22/2020
	Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment				
Effective Practice:	**Data analysis and instructional planning**				
A3.01	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)**	**Implementation Status**		**Assigned To**	**Target Date**
Initial Assessment:	Currently we use the Raven Ready document to identify students at-risk for various reasons at RECHS.	Limited Development 09/18/2019			
How it will look when fully met:	When this goal is fully met, content and grade-level PLCs will utilize data posted on the Raven Ready document to hold intentional conversations to assist teachers in providing instructional support for students and based on student learning data, identified students will receive appropriate interventions and enrichment. The intense data-dive within the 9th and 10th grade PLCs will serve as the basis of our MTSS plan where we focus within Tier I interventions.			**Shea Grosch**	**05/22/2020**
Actions		0 of 6 (0%)			
	9/18/19	We will create intentional team meeting agendas that specifically target data to identify students.		Shea Grosch	05/22/2020
	Notes:				
	9/18/19	We will implement a tiered system of instruction and interventions based on student needs.		Shea Grosch	05/22/2020
	Notes:				
	9/20/19	Ninth and tenth grade PLCs will conduct bi-weekly data dives concerning select students. Teachers will bring student data to PLCs to discuss student performance.		Shea Grosch	05/22/2020
	Notes:				
	9/20/19	Based upon group discussion an teacher research, appropriate instructional strategies/interventions will be selected for each student discussed.		Shea Grosch	05/22/2020

	Notes:				
	9/20/19	Teachers will implement the various interventions discussed by the PLC for each student and will continue to monitor student progress.		Shea Grosch	05/22/2020
	Notes:				
	9/20/19	The current Raven READY document will be improved to encourage more intentional conversation and interventions proposed by the teacher.		Shea Grosch	05/22/2020
	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:		We have explored the Multi-Tier System of Supports (MTSS) framework throughout the 2016-17 school year and created a document to identify at-risk students. Materials needed to create this include: academic, behavioral, discipline, and social/emotional data. We integrated the Lunch and Learn Program to provide a quiet space for students to work and have access to the tutorial or academic support embedded into the school day.	Limited Development 09/15/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		The percentage of at-risk Students will decrease by 3% by the end of the year. Evidence will include a report showing how many students each week are assigned to Lunch and Learn.	Objective Met 08/02/19	Monica Williams	08/02/2019
Actions					
	9/15/17	We will hold Saturday Academy to provide tutoring, remediation, and academic support. Our fall 2017 dates include: September 23, October 21, November 4, November 18, and December 9, 2017	Complete 04/23/2018	Shea Grosch	05/12/2018
	Notes:	We will collect the sign in sheets, student accountability sheets and student surveys.			
	9/15/17	We will implement the Raven Ready support for at-risk students.	Complete 05/19/2019	Melissa Scott	05/17/2021
	Notes:	We will provide a quiet space for students to work and have access to tutorial or academic support embedded into the school day. We will gather MTSS Documentation Training and Student Data Collection Sheets/Tutorial Log.			

	9/15/17	We will explore the MTSS framework throughout the 2017-18 school year.	Complete 08/01/2019	Shannon Darcy	05/17/2021
	Notes:	We will use monthly information provided in Randolph County School System curriculum newsletter.			
Implementation:			08/02/2019		
	Evidence	8/2/2019 provided in folders			
	Experience	8/2/2019 We held our Saturday Academies, implemented our Raven Ready, and explored the MTSS framework.			
	Sustainability	8/2/2019 We will need to implement new intervention strategies to replace Saturday Academies; we will continue to use the Raven Ready as it will support our efforts to work deeper on MTSS.			
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:		We explored the MTSS framework throughout the 2016-17 school year and created an at-risk document to identify at-risk students. Materials needed to create the at-risk report include academic, behavioral, discipline, and social/emotional data. We have integrated the Lunch and Learn Program to provide a quiet space for students to work and have access to a tutorial or academic support embedded into the school day.	Limited Development 09/15/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		A standard communication protocol will be in place to ensure an efficient feedback loop between school and district MTSS teams. A schedule of PD and events will be provided with presentations materials. A schedule will show when speakers present to our students surrounding these various topics. PLC notes will show evidence of Growth Mindset PD and our school's intervention spreadsheet will show evidence our teacher's implementing focused interventions for students not performing proficiently.	**Objective Met 05/20/19**	**Shea Grosch**	**05/20/2019**
Actions					
	9/20/17	We will schedule student conferences when student misses 3 days and then 5 days. We meet with student, parents, and Mrs. Grosch when student misses day 8 and over.	Complete 05/19/2019	Scott and Kelley	05/20/2019

Notes:	We will use PowerSchool daily reports and weekly at-risk reports, parent meeting notes, and contact logs. Kelley will also help with this.			
9/20/17	We will train the MTSS team and staff to implement Tier 1 interventions.	Complete 05/19/2019	Grosch and Darcy	05/20/2019
Notes:	We will use Daily Attendance Reports, referral forms, meeting notes, and MTSS follow-up documentation. Mrs. Grosch will also help with this.			
9/20/17	We will generate a list of all at-risk students at the school and provide intervention support during the academic day.	Complete 05/19/2019	Melissa Scott	05/20/2019
Notes:	We will create an at-risk document to identify at-risk students using PowerSchool. Documents needed to create the at-risk report include academic, behavioral, discipline, and social/emotional data.			
9/19/18	We will raise awareness for the Olweus Bully Prevention Program, provide PD for staff, & schedule student events.	Complete 05/19/2019	Angela Mroczkowski	05/20/2019
Notes:				
9/19/18	Select staff will implement the RCSS Suicide Intervention Process.	Complete 05/19/2019	Breanne Blackmon	05/20/2019
Notes:				
9/19/18	We will schedule guest speakers during seminar to address social and emotional well being.	Complete 05/20/2019	Angela Mroczkowski	05/20/2019
Notes:				
9/19/18	Growth Mindset Professional Development will be provided during team PLCs.	Complete 05/19/2019	Monica Williams	05/20/2019
Notes:				
Implementation:		05/20/2019		
Evidence	5/20/2019 Please see linked Google folder.			
Experience	5/20/2019 We have been able to provide interventions for students at risk as well as maintain protocol with regards to suicide and bullying prevention.			
Sustainability	5/20/2019 We will continue to have speakers and monitor our at risk students.			

	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Weekly Leadership Team meetings are held to discuss student concerns. An attendance committee has been established that will meet weekly with the social worker person to discuss attendance concerns, dropout prevention, etc.	Limited Development 09/19/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Data will be collected on attendance rates, dropout rates, graduation rates, etc. that will drive future discussions regarding student retention and strategies for being successful in the post-secondary setting. Appropriate staff members will meet with students who are identified as at-risk in order to implement strategies and plans for moving forward. Evidence of meetings will be kept by staff (no Google document as this information could be sensitive). Information that will be needed to provide evidence that this objective is being fully met includes attendance reports, transfer reports, reports of success of students in the post-secondary setting, graduation rate reports, and dropout reports.	Objective Met 05/19/19	Breanne Blackmon	05/20/2019
Actions					
	9/25/18	Analyze respective test results when available.	Complete 05/19/2019	Grosch and Williams	05/20/2019
	Notes:	Mrs. Grosch will help with this.			
	9/25/18	Monitor college grades quarterly.	Complete 05/19/2019	Jeremy Peterson	05/20/2019
	Notes:				
	9/25/18	Monitor At-Risk & Aviso Reports.	Complete 05/19/2019	Jeremy Peterson	05/20/2019
	Notes:				
	9/25/18	Individual meetings between administration, student services, and at-risk students.	Complete 05/19/2019	Jeremy Peterson	05/20/2019
	Notes:				
Implementation:			05/19/2019		
	Evidence	5/19/2019 Please see linked Google folders.			

Experience	5/19/2019 The new attendance committee this school year was very integral in keeping up with students who missed a lot of school and kept a routine with necessary meetings. With various documents created by our principal it was easy to see our school data at a glance and have needed discussions.				
Sustainability	5/19/2019 We will continue to follow procedures from this school year with regards to attendance, test data, and at-risk students.				
A4.14	**The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)**	**Implementation Status**		**Assigned To**	**Target Date**
Initial Assessment:	Currently, there are assemblies in which students attend in order to gain information regarding planning and preparing for college. Mrs. Blackmon and Mr. Peterson hold parent information nights to disseminate information regarding college. Students are allowed to visit college campuses using college day forms so that they are not given an unexcused absence. Students have the opportunity to visit campuses during RECHS's Fall Break on overnight trips as well as an opportunity to visit the Guilford County College Fair each October. RCC offers students apprentice opportunities as well as classes to help increase knowledge of various jobs within Randolph County.	Limited Development 09/23/2018			
	Priority Score: 2 Opportunity Score: 2	Index Score: 4			
How it will look when fully met:	When this objective is fully met, students will have all the resources available in order to plan, apply, and pay for college or to enter the military or workforce. Information needed in order to provide evidence that this objective is fully met will include reports showing students' decisions in the post-secondary setting, number of students who participate in career awareness activities and college fairs, and number of days RECHS had speakers, visitors, representatives, etc. visit campus to provide information to students.	**Objective Met 05/20/19**	**Breanne Blackmon**	**05/20/2019**
Actions				
9/25/18	Maintain current academic advising protocol (group and individual advising meetings, parent information sessions, four year planning seminars, and four year plan creation).	Complete 05/19/2019	Jeremy Peterson	05/20/2019
Notes:				

9/25/18	Increase connections to college and career opportunities in classroom.	Complete 05/20/2019	Peterson and Mroczkowski	05/20/2019
Notes:	Mrs. Mroczkowski will also help with this.			
9/25/18	Increase awareness of extracurricular college- and career-related activities.	Complete 05/20/2019	Jeremy Peterson	05/20/2019
Notes:				
Implementation:		05/20/2019		
Evidence	5/20/2019 Please refer to the linked Google folder.			
Experience	5/20/2019 We had speakers come to our school to discuss various opportunities available for students.			
Sustainability	5/20/2019 We will continue to have speakers and to offer opportunities for students to learn about different fields after high school. Our support team will continue to meet with students to help them transition between grade levels.			

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:		Beginning in November, teachers and current students are assigned different middle schools throughout the county to visit and to deliver a recruitment night for parents and interested students. There will also be a parent night on our school's campus. The presentation includes information about our school (i.e., school hours, lunch information, bus information, classes offered, college information, a video, etc.). Parents and potential students will then divide into two groups and engage in a question-and-answer session with both teachers and current RECHS students. All students involved in the recruitment process will attend training.	Limited Development 09/20/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		In addition to increased number of applications to RECHS, there will be a plan in place to retain students who are not only at-risk, but students in general between grade levels. Students' success in college classes will be monitored closely in order to place them in the most appropriate courses suitable to their track as well as their academic ability. Information needed to provide evidence that this objective is	Objective Met 09/19/18	Melissa Scott	05/22/2020

	fully met will include retention information at the end of each school year and information regarding students' success between grade levels and subject areas. Reports from RCC will also help provide evidence that students are place in appropriate courses that offer the most likely plan to be successful while also challenging their abilities.				
Actions					
	10/4/17	We will provide on-site meetings at local middle schools to inform parents and students of the opportunities available at RECHS.	Complete 01/09/2018	Shea Grosch	01/17/2018
	Notes:	Several meetings will take place in November for all RCSS middle schools.			
	9/20/17	Staff members will train current students about options for RECHS/RCC.	Complete 04/20/2018	Shannon Darcy	05/17/2018
	Notes:	We will create a database and secure training logs from student and staff meetings.			
	9/20/17	There will be a counselor/lead teacher event to provide information about RECHS and prepare for upcoming recruitment.	Complete 04/23/2018	Breanne Blackmon	05/17/2018
	Notes:	Mrs. Thompson, Mrs. Williams, and Mr. Peterson will also help with this.			
	9/20/17	We will prepare parents for recruitment events by providing training to familiarize them with the mission and vision of RECHS.	Complete 04/23/2018	April Thompson	05/17/2018
	Notes:	All teachers help with this during our recruitment nights at the middle schools throughout the county. Recruitment events occur from November-January.			
	9/25/18	At the end of each school year, there will be a plan in place for students who are at-risk of not continuing their academic pathway on time.	Complete 05/22/2020	Jeremy Peterson	05/20/2020
	Notes:				
	9/25/18	Students will be scheduled in college classes that best fit their academic needs as well as classes that are most appropriate for their chosen career path.	Complete 05/22/2020	Jeremy Peterson	05/20/2020
	Notes:				
Implementation:			09/19/2018		
Evidence		4/23/2018			
Experience		4/23/2018			

				Implementation Status	Assigned To	Target Date
Sustainability			4/23/2018			
		A4.19	**All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.(5317)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			This year our professional development has a focus on data tracking; after being provided with resources, teachers will bring back samples of how they are using the data tracking piece in class. They will share these in their content PLCs.	Limited Development 09/19/2019		
How it will look when fully met:			When this goal is fully met, teachers will be utilizing SchoolNet, Edulastic and/or other platforms to assess knowledge and determine which standards need to be readdressed with students, teachers will have implemented some method for students to track their data and be able to self advocate and develop a plan for growth, and benchmark tests and formative assessment will be used to determine proficiency and help both teachers and students communicate about the standard. Team PLCs will also discuss data tracking and student interventions using the Raven Ready document as it relates to our plan for MTSS implementation.		**Ericka Bell**	**05/22/2020**
Actions				**0 of 4 (0%)**		
		9/19/19	Teachers will track student data.		Monica Williams	05/22/2020
		Notes:				
		9/19/19	Teachers use this data to foster conversation with students about their growth and mastery of standards.		Monica Williams	05/22/2020
		Notes:				
		9/19/19	Teachers will review benchmark and formative assessment data with fellow content teachers as well as review standards with the students.		Monica Williams	05/22/2020
		Notes:				
		9/19/19	Teachers will provide proof of use of technology through lesson plans as well as a reflective statement of the effectiveness of the lesson.		Shea Grosch	05/22/2020
		Notes:				
		A4.20	**All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.(5348)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Currently, we have a new curriculum for our underclassman seminars that a group of teachers wrote this summer; we are implementing these new lessons this year. All upperclassman seminars are being taught by Mr. Peterson and Mrs. Blackmon in order to focus closely on college and career readiness.	Limited Development 09/19/2019		
How it will look when fully met:	When this objective is met fully, students will be able to align their course choices with career choices (ex. use of Baccalaureate Degree Plans); there will be a cohesive seminar curriculum design, and core academic classes will be relative to students'career choices, with teachers drawing connections between their lessons and the real world.		Breanne Blackmon	05/22/2020
Actions		0 of 4 (0%)		
9/19/19	All teachers will use Seminar lesson plans.		Monica Williams	05/22/2020
Notes:				
9/19/19	Students utilize BDP during academic advising.		Jeremy Peterson	05/22/2020
Notes:				
9/19/19	Teachers will submit lesson plans indicating how the topic relates to a career choice.		Shea Grosch	05/22/2020
Notes:				
9/19/19	Teachers will submit work samples of students exploring career paths or topic sas it relates to the standard in class.		Shea Grosch	05/22/2020
Notes:				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	Strategic planning, mission, and vision			
KEY B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Randolph Early College High School has both an LEA Support and Improvement team. Each team meets regularly. Members of the teams represent core class classes and grade levels. Support staff serve on the teams as well. Members meet face-to-face as well as communicate via email in order to serve the needs of our students and faculty. Teams discuss data regarding remediation plans, Saturday Academy, student	Limited Development 04/20/2018		

	celebrations, parent meetings, attendance, recruitment, graduation, field trips, etc. Mrs. Thompson - our principal - facilitates our support team meetings and our School Improvement Team chair - Angela Mroczkowski - facilitates our SIT meetings. Decisions are based on consensus.			
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Randolph Early College High School will have all support teams (content, grade level, SIT, administration) accounted for with proof of meetings accessible in Google. Teams will fill out a uniform template to show evidence of their agenda, meeting notes, and plans for moving forward.	**Objective Met 09/25/18**	**Monica Williams**	**05/18/2018**
Actions				
9/25/18	All teams meet regularly and document meetings in template in Google.	Complete 05/18/2018	Monica Williams	05/18/2018
Notes:				
Implementation:		09/25/2018		
Evidence	9/25/2018 All teams (grade level, content, School Improvement, and administration) have a template, agenda, and minutes in folders that are linked to NCStar.			
Experience	9/25/2018 The PLC team allows teachers to connect based upon content and grade level. Content teams allow for vertical alignment, common formative assessment, and discussion of best practices. Grade level PLCs allow for teacher to connect with the teachers who share the same students. This encourages data sharing and discussion of students' academic performance. The SIT team provides representatives a time to share concerns and discuss potential solutions. The administration team discusses issues specifically related to professional development, student services, and specific students and events.			
Sustainability	9/25/2018 Grade level PLCs will continue to meet twice a month; Content PLCs will continue to meet twice a month; Administration team will continue to meet once a week; School Improvement Team will continue to meet once a month. These will all continue as they are a part of the			

		structure of Randolph Early College High School. These meetings are now more structured with an agenda and prior planning before the meetings.			
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:		Our School Improvement Team consists of teachers, support staff, a parent, and the principal. We have a designated time to meet monthly. The Leadership Team, consisting of the Lead Teacher, college liaison, guidance counselor and principal, meets two times per month for one hour.	Limited Development 09/15/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Our notes documenting our meetings and data will be shared with all to document our progress toward established goals.	**Objective Met 09/25/18**	**Monica Williams**	**05/22/2018**
Actions					
	9/18/17	We will provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy. A rule of thumb is that Leadership Teams and School Community Councils meet twice each month for one hour.	Complete 05/17/2018	April Thompson	05/17/2018
	Notes:				
	9/18/17	Instructional Teams meet twice each month for 45 minutes to conduct business. They also may meet 1 to 2 hours each month to review student learning data and develop and refine instructional plans.	Complete 04/20/2018	April Thompson	05/17/2018
	Notes:				
	9/15/17	We will create detailed meeting notes and minutes to share with all staff.	Complete 05/18/2018	Monica Williams	05/18/2018
	Notes:				
Implementation:			09/25/2018		
Evidence		4/20/2018 All teams (grade level, content, School Improvement, and administration) have a template, agenda, and minutes in folders that are linked to NCStar.			
Experience		4/20/2018 The PLC team allows teachers to connect based upon content and			

grade level. Content teams allow for vertical alignment, common formative assessment, and discussion of best practices. Grade level PLCs allow for teacher to connect with the teachers who share the same students. This encourages data sharing and discussion of students' academic performance. The SIT team provides representatives a time to share concerns and discuss potential solutions. The administration team discusses issues specifically related to professional development, student services, and specific students and events.

| Sustainability | 4/20/2018 Grade level PLCs will continue to meet twice a month; Content PLCs will continue to meet twice a month; Administration team will continue to meet once a week; School Improvement Team will continue to meet once a month. These will all continue as they are a part of the structure of Randolph Early College High School. These meetings are now more structured with an agenda and prior planning before the meetings. | | | |

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			
KEY B2.03	**The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Currently we have all School Leadership and School Improvement Teams established. Our Professional Learning Communities meet weekly to discuss lessons, pacing and support for students. We will need to coordinate an additional committee for our parents to take an active role in our school community.	Limited Development 09/18/2017		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	All committees will meet regularly at a designated time to discuss ongoing supports, programs, and necessary improvements to foster continued academic and social student growth. Evidence of meetings will be provided in appropriate templates in Google and placed on the staff website for access.	**Objective Met 11/01/19**	**Monica Williams**	**05/20/2019**
Actions				
9/20/17	SIT team meets once a month.	Complete 04/20/2018	April Thompson	05/17/2018
Notes:				
9/20/17	Department Meetings/Content Area PLCs meet twice a month.	Complete 04/20/2018	Shea Grosch	05/17/2018

	Notes:			
9/20/17	Staff members will coordinate common times throughout their instructional day to meet for various purposes (ie. Content PLCs, teams, etc.).	Complete 04/20/2018	April Thompson	05/17/2018
	Notes:			
9/20/17	Whole staff meetings will occur once a month.	Complete 04/20/2018	April Thompson	05/17/2018
	Notes:			
9/20/17	The Leadership Team meets weekly to conduct school business and meet the expectations of district and school policies.	Complete 04/20/2018	April Thompson	05/17/2018
	Notes:			
9/19/18	Staff will meet twice a month with grade level professional learning community.	Complete 05/19/2019	Shannon Darcy	05/20/2019
	Notes:			
9/19/18	Staff will meet twice a month with their content area for professional learning community.	Complete 05/19/2019	Monica Williams	05/20/2019
	Notes:			
9/19/18	School Improvement Team will meet once a month.	Complete 05/19/2019	Monica Williams	05/20/2019
	Notes:			
9/19/18	Teams will receive timely access to student progress data and summaries of classroom observations.	Complete 05/19/2019	Shea Grosch	05/20/2019
	Notes:			
9/19/18	Growth Mindset Professional Development will be provided during team PLCs.	Complete 05/19/2019	Monica Williams	05/20/2019
	Notes:			
Implementation:		11/01/2019		
Evidence	11/1/2019 See PLC folder.			
Experience	11/1/2019			
Sustainability	11/1/2019 Meetings will continue with notes taken for each. Our Google calendar will provide the dates and times of all scheduled meetings.			

Core Function:	Dimension B - Leadership Capacity

Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal will conduct walk-throughs and evaluate all staff members.	Limited Development 09/20/2017		
How it will look when fully met:			The principal will conduct daily walk-throughs and provide feedback to teachers in a timely manner. Evidences will include notes, emails, evaluations, and face-to-face conversations. A form will also be provided to address what is seen during the daily walk-throughs. There will also be documentation of meetings with data team, PLCs, quarterly reviews, etc.		Shea Grosch	05/17/2021
Actions				1 of 3 (33%)		
		9/20/17	The principal will share walk-through trends at monthly staff meetings.	Complete 04/20/2018	Shea Grosch	05/17/2019
		Notes:				
		9/20/17	The principal will utilize the district walk-through form for daily walk-throughs.		Shea Grosch	05/17/2021
		Notes:	An instructional focus section will be added to the weekly newsletter (Raven Review).			
		9/20/17	The Data Review team will meet quarterly to discuss progress towards meeting goals.		Shea Grosch	05/17/2021
		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
Initial Assessment:			In 10 out of 12 core courses, students will exhibit growth on North Carolina Final Exams (NCFE'S) as well as End-of-Course tests (EOC's). We are providing intentional focus on core vocabulary instruction and intentionally focusing on sharing strategies during PLC teams. This includes discussions based on student data.	Limited Development 09/20/2017		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	• **School exams**: To exhibit student growth on NCFE tests as well as EOC's. • **SAT**: To increase student performance in all sub-test areas by 10% as measured by SAT performance results during the 2016-2017 school year. • Combined Score: 1091 • Reading and Writing score: 554 • Math Score: 537 • To increase student participation rate on the SAT by 10% as measured by SAT participation rate during the 2016-2017 school year. • **ACT**: To increase student performance in all sub-test areas by 10% and increase % of students meeting NC CCR standards by 10% as measured by Spring 2017 ACT results. • English Score Average: 21.1 • Mathematics Score Average: 21.6 • Reading Score Average: 22.7 • Science Score Average: 23.0 • Composite Score: 22.2 • To ensure 100% student (11th grade) participation in ACT testing in Spring 2018 state administration.	**Objective Met 09/26/18**	**Ericka Bell**	**05/17/2018**
Actions					
	9/20/17 There will be an ACT Prep Courses with A+ Test Preparation.	Complete 02/01/2018	Angela Mroczkowski	02/01/2018
	Notes: Students will participate in 2 scheduled lessons on: August 8, 2017 January 4, 2018-this date was rescheduled due to inclement weather. The ACT session will take place on February 2, 2018. An additional session was added February 15, 2018.			
	9/20/17 Support staff will attend ACT workshops to better understand the score reporting and facilitate conversations with students, parents, and faculty for continued improvement.	Complete 04/23/2018	Breanne Blackmon	05/16/2018
	Notes: Evidences will include PLC Notes and Leadership Team notes.			

	9/20/17	We will analyze PSAT and Pre ACT test scores and then share with students in sophomore and junior seminars.	Complete 01/26/2018	Jeremy Peterson	05/17/2018
	Notes:	Evidences will include: Lesson plans Student presentation			
	9/20/17	We will provide an intentional focus on core vocabulary instruction.	Complete 04/23/2018	Angela Mroczkowski	05/17/2018
	Notes:	Evidences will include instructional walk-throughs, district rounds and PLC notes.			
	9/20/17	Teachers will actively participate in PLC teams where instructional strategies are shared.	Complete 04/23/2018	Angela Mroczkowski	05/17/2018
	Notes:	Evidences will include: Walk Through Data PLC notes Lesson plans Analysis of the use of question stems			
	9/20/17	Teacher will consistently utilize Bloom's question stems to increase higher order thinking in the classroom.	Complete 04/23/2018	Kathy Fleetwood	05/17/2018
	Notes:	Monthly Data will be collected and shared with staff.			
Implementation:			09/26/2018		
Evidence		4/23/2018 Evidence of core vocabulary instruction will be seen in classrooms (word walls, verbal usage, etc.). Other evidence of this Objective includes: walk through data (school and district), PLC notes/minutes, use of Bloom's question stems, A+ test preparation for ACT, analysis of PSAT/PreACT scores, support staff attendance at workshops, and notes from staff Professional Development Plans.			
Experience		4/23/2018 Through the focus of vocabulary and question stems, we saw a steady increase in our ACT scores.			
Sustainability		4/23/2018 We will continue to focus on ACT test preparation strategies. We will provide professional development for PLCs concerning ACT (possible use of ACT Academy). We will provide the ACT word of the day in seminars and monitor ACT data. There will be a continued focus on			

academic vocabulary documented through PLCs, walk-through data, and test data. We will begin implementing ACT strategies through seminars and SIT team and principal will continue to monitor this.			

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:		The Local Education Agency (LEA)/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. The information listed below is also uploaded as a document to reference.	Limited Development 08/29/2018		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Recruiting: •Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter and LinkedIn). •The LEA participated in a Virtual Job Fair to provide national exposure for applicants. •LEA administrators attend in-state and out-of-state job fairs. •The LEA collaborates with universities, etc. •The LEA recruits student teachers within RCSS. •The LEA provides possible offers of early contracts. •The new graduate list is shared with principals. •Principals make recommendations for employment Evaluating: •All Beginning Teachers and new employees are trained on the NC Teacher Evaluation Model.	**Objective Met 09/25/18**	**Shea Grosch**	**05/17/2021**

• School and District level walkthroughs occur throughout the school year.

• The LEA follows district and state guidelines/laws.

• HR meets with principals to review staffing plans.

Rewarding:

• Pride Pens

• Star 3 Recognitions

• Beginning Teacher of the Year

• Teacher of the Year

• Distinguished Educator

• Outstanding Employee

• Retirement Banquet

• Bus Driver Award

• Custodian Award

• Recognition on Social Media

Replacing

• Recruitment plan

• Value/utilize retirees

• HR interviews/recommends guidelines

Actions				
8/31/18	All efforts to complete this goal are complete.	Complete 08/31/2018	Shea Grosch	08/31/2018
Notes:				
Implementation:		09/25/2018		
Evidence	8/31/2018 Recruiting: • Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media			

	(Facebook, Twitter and LinkedIn). •The LEA participated in a Virtual Job Fair to provide national exposure for applicants. •LEA administrators attend in-state and out-of-state job fairs. •The LEA collaborates with universities, etc. •The LEA recruits student teachers within RCSS. •The LEA provides possible offers of early contracts. •The new graduate list is shared with principals. •Principals make recommendations for employment Evaluating: •All Beginning Teachers and new employees are trained on the NC Teacher Evaluation Model. •School and District level walkthroughs occur throughout the school year. •The LEA follows district and state guidelines/laws. •HR meets with principals to review staffing plans. Rewarding: •Pride Pens •Star 3 Recognitions •Beginning Teacher of the Year •Teacher of the Year •Distinguished Educator •Outstanding Employee •Retirement Banquet •Bus Driver Award •Custodian Award •Recognition on Social Media Replacing •Recruitment plan •Value/utilize retirees •HR interviews/recommends guidelines				
Experience	8/31/2018 Recruiting: •Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter and LinkedIn). •The LEA participated in a Virtual Job Fair to provide national exposure for applicants. •LEA administrators attend in-state and out-of-state job fairs. •The LEA collaborates with universities, etc.				

	•The LEA recruits student teachers within RCSS. •The LEA provides possible offers of early contracts. •The new graduate list is shared with principals. •Principals make recommendations for employment Evaluating: •All Beginning Teachers and new employees are trained on the NC Teacher Evaluation Model. •School and District level walkthroughs occur throughout the school year. •The LEA follows district and state guidelines/laws. •HR meets with principals to review staffing plans. Rewarding: •Pride Pens •Star 3 Recognitions •Beginning Teacher of the Year •Teacher of the Year •Distinguished Educator •Outstanding Employee •Retirement Banquet •Bus Driver Award •Custodian Award •Recognition on Social Media Replacing •Recruitment plan •Value/utilize retirees •HR interviews/recommends guidelines			
Sustainability	8/31/2018 Recruiting: •Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter and LinkedIn). •The LEA participated in a Virtual Job Fair to provide national exposure for applicants. •LEA administrators attend in-state and out-of-state job fairs. •The LEA collaborates with universities, etc. •The LEA recruits student teachers within RCSS. •The LEA provides possible offers of early contracts. •The new graduate list is shared with principals. •Principals make recommendations for employment			

Evaluating:
•All Beginning Teachers and new employees are trained on the NC Teacher Evaluation Model.
•School and District level walkthroughs occur throughout the school year.
•The LEA follows district and state guidelines/laws.
•HR meets with principals to review staffing plans.

Rewarding:
•Pride Pens
•Star 3 Recognitions
•Beginning Teacher of the Year
•Teacher of the Year
•Distinguished Educator
•Outstanding Employee
•Retirement Banquet
•Bus Driver Award
•Custodian Award
•Recognition on Social Media
Replacing
•Recruitment plan
•Value/utilize retirees
•HR interviews/recommends guidelines

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Family Engagement**			
KEY E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We currently are using multiple ways to share information with parents. Our teachers use online websites, Remind, and letters to inform parents of upcoming events. Our families are contacted weekly using the School Messenger. Parents are contacted for parent teacher conferences periodically throughout the semester.	Limited Development 09/14/2017		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	We will provide more opportunities for parents to be involved in the academic process, post-secondary opportunities and parent conferences at RECHS by increasing activities and events focused on	**Objective Met 05/19/19**	**Breanne Blackmon**	**05/10/2018**

	students and families. We will increase communication to all parents with the use of both digital and physical resources. We will use tools such as: School website, Twitter, Sunday AlertNow Phone messages, personal phone calls, Bloomz, Remind and email.			
Actions				
9/14/17	We will encourage and provide college tours for students and families.	Complete 10/24/2017	Jeremy Peterson	10/31/2017
Notes:	Evidences will include: College Admissions Information, College Tour Opportunities, College Tour attendance. We will complete all paperwork for trip approval and share itinerary and permission forms with students and parents.			
9/14/17	We will provide more opportunities for parents to be involved in the academic process, post-secondary opportunities and parent conferences at RECHS by increasing activities and events focused on students and families.	Complete 04/23/2018	Breanne Blackmon	05/17/2018
Notes:	We will attend financial aid workshops, College Foundation of North Carolina training, the Carolinas' Association of Collegiate Registrars and Admissions Officers Conference, district workshops, and college admission workshops. We will share evidence of materials with parents and include sign in sheets and parent surveys.			
9/14/17	We will increase student recognition programs on campus.	Complete 04/23/2018	Breanne Blackmon	05/17/2018
Notes:	We will find funding for certificates, postage, parent breakfast; we will conduct a recognition of A/B Honor Roll. Awards may include Snoballs, Chick-fil-a, or Zaxby's. We will prepare criteria for the student of the month.			
9/14/17	We will increase communication to all parents with the use of both digital and physical resources.	Complete 04/23/2018	April Thompson	05/17/2018
Notes:	We will use the school website, Twitter, Sunday AlertNow Phone messages, personal phone calls, Bloomz, Remind and email. We will share methods of how teachers are contacting parents.			
10/2/18	We will increase parental involvement by inviting them to our Student of the Month recognition, various service events, Senior Celebration, and recruitment nights at our middle schools, and Spring Open House.	Complete 05/19/2019	Monica Williams	05/20/2019
Notes:				

	10/2/18	We will hold parent nights to discuss advising and financial aid opportunities for students.	Complete 05/19/2019	Peterson and Blackmon	05/20/2019
Notes:					
	10/2/18	We will involve parents within the recruitment nights at our middle schools.	Complete 05/19/2019	Ericka Bell	05/20/2019
Notes:					
Implementation:			05/19/2019		
Evidence		5/19/2019 Please see linked Google folders.			
Experience		5/19/2019 We had parents contribute to our recruitment nights as well as attend our Student of the Month celebrations in the Fall and Spring. We were pleased with the turn out for this inaugural event. We also established a recruitment committee this year to tighten up our recruitment efforts and communicate with elementary and middle school earlier.			
Sustainability		5/19/2019 We will continue with routines put in place to continue recognizing our students as well as continue to work our recruitment efforts.			

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Community Engagement**			
E2.02	**The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Currently our school holds parent nights and information sessions. We use the Alert Now system to send messages home to parents and we invite community members to come speak to our students when given the opportunity	Limited Development 09/18/2019		
How it will look when fully met:	When this goal is fully met, we will be partnered with civic organizations.		**Shea Grosch**	**05/22/2020**
Actions		0 of 8 (0%)		
	9/18/19 We will use Schoolmessenger to do a weekly phone call.		Shea Grosch	05/22/2020
Notes:				

	9/18/19	We will provide students with a weekly newsletter (Ravens' Nest) that provides current information and announcements.		Shea Grosch	05/22/2020
	Notes:				
	9/18/19	Announcements will be placed on the RECHS website		Melissa Scott	05/22/2020
	Notes:				
	9/18/19	We will hold student service meetings.		Breanne Blackmon	05/22/2020
	Notes:				
	9/18/19	We will update and use our social media outlets.		Kathy Kelley	05/22/2020
	Notes:				
	9/18/19	Members of our Recruitment Committee with attend middle schools events.		Shea Grosch	05/22/2020
	Notes:				
	9/18/19	We will partner with Courier-Tribune.		Melissa Scott	05/22/2020
	Notes:				
	9/18/19	We will advertise school events in the community.		Melissa Scott	05/22/2020
	Notes:				

RANDOLPH
County School System

School: Randolph Early College High School

School Year: 2019-2020

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	Shea Setzer Grosch		9/23/19
Lead Teacher	Monica Williams		9/23/19
Data Manager	Melissa Scott		9/23/19
English	Wendy Kennedy-Gann		9/23/19
Math	Ericka Bell		9/23/19
Science	Lauren Wood		9/23/19
Social Studies	Shannon Darcy		9/23/19
RCC Liaison	Jeremy Peterson		9/23/19
Counselor	Breanne Blackmon		9/23/19

RANDOLPH
County School System

NCStar/SIP Mandatory Components

School Name: Randolph Early College High School

School Year: 2019-2020

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

All teachers have 7 hours of instructional planning per week. Teachers are required to provide lunch supervision and support one day per week to help supervise the café. We have one 50-minute lunch period for all 364 students.

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

All RECHS teachers have 7 hours of instructional planning per week.

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

RECHS provides the following for rising freshman and their parents: RECHS Orientation, Freshman Orientation, Open House, Student Services Parent Night, and Informational Nights during the recruitment period.