



**The Virtual Academy at Randolph  
School Improvement Plan  
2023-2024**

## Comprehensive Progress Report

**Mission:**

The mission of the Virtual Academy @ Randolph is to provide a positive, personalized learning experience to meet each student's educational and social emotional needs via a virtual format. We also make it our priority to teach digital citizenship via classroom communities that teach students how to appropriately engage and communicate in the virtual setting.

**Vision:**

To serve students who seek an alternative to a brick and mortar educational setting by providing a virtual opportunity taught by certified teachers who lead students through a personalized virtual education that reaches every student and every need.

**Goals:**

By the end of the 2023-24 school year, the math proficiency composite scores for the Virtual Academy at Randolph will increase from to 29.4% to 50% as measured by the North Carolina End of Grade exam. (A1.07, A2.04, A4.01, A4.06, A4.16, B3.03, C2.01, C3.04, D1.02, E1.06)

By the end of the 2023-24 school year, the reading proficiency composite scores for the Virtual Academy at Randolph will increase from to 35.3% to 50% as measured by the North Carolina End of Grade exam. (A1.07, A2.04, A4.01, A4.06, A4.16, B3.03, C2.01, C3.04, D1.02, E1.06)

By the end of the 2023-24 school year, the VAR FAM-S score for the component "Three-Tiered Instruction/Intervention Model" will increase from 48% to 60%. This will indicate improvement in staff understanding and engagement in the overall MTSS process and the consistent use of it within all components of teaching and learning by implementing interventions that meet the needs of students in core, supplemental, and intensive levels. (A4.01, A4.06, A4.16, B1.03, B2.03, B3.03, C2.01, D1.02, E1.06)



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>				
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

<p><b>Initial Assessment:</b></p>	<p>2022-23 Nine of our 13 content teachers are experienced teachers; thus, understand how to employ effective classroom management strategies in a brick and mortar setting. This being the first year of The Virtual Academy @ Randolph-our purpose behind choosing this goal is to transfer our knowledge about the importance of effective classroom management and apply it to the virtual classroom.</p> <p>2023-24 Six out of eleven classroom teachers are experienced teachers; thus, have experience employing effective classroom management strategies in a brick-and-mortar setting. Five out of eleven of our classroom teachers have completed a minimum of one full year of virtual teaching at our school. We continue to maintain a school-wide focus on fully understanding, embracing, teaching, and modeling effective classroom management, as well as, specific and successful application in the virtual classroom setting.</p>	<p>Limited Development 08/30/2021</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 9</p>	
<p><b>How it will look when fully met:</b></p>	<p>Teachers and staff understand, embrace, teach, and model what appropriate classroom engagement looks like. As a Virtual Academy, a crucial element in classroom management is cultivating a culture of trust between the teacher and students and the teacher and families. We consider this indicator fully met as evidenced by:</p> <ul style="list-style-type: none"> <li>• All staff and students successfully implement and demonstrate knowledge of Google calendars</li> <li>• Morning meetings used daily to enforce time and task management and a mini social-emotional check-in</li> <li>• Consistent use of visual cues that reiterate norms, standing operating procedures for virtual learning, and daily tasks</li> <li>• Majority of our students continuously engage in live lessons with cameras on and active participation through using the hand-raising tool</li> </ul>		<p><b>Justine Carter</b></p>	<p><b>06/13/2025</b></p>

	and the appropriate use of chat and other interactive tools (whiteboards, jamboard, padlet, etc).			
<b>Actions</b>		<b>0 of 4 (0%)</b>		
8/30/21	Teachers will create an individual teacher resource page that is linked to the Virtual Academy @ Randolph school website. The resource page will include contact information, Class Dojo connect information, office hours, curriculum resources, curriculum topics and timeline, and virtual norms and expectations to ensure a safe and orderly virtual classroom.		Sheba Ricks, Technology Technician	11/15/2023
<i>Notes:</i>				
8/4/22	Staff members will make and document (Parent Contact Log) at least one positive praise phone call per month.		Jamie Reynolds	01/31/2024
<i>Notes:</i>				
8/30/21	Teachers will consistently use Class Dojo "Messaging" as a tool to communicate appropriate virtual norms, praise students for using appropriate virtual norms, and notify parents when students are not engaging in the virtual classroom appropriately. Additionally, teachers will consistently utilize Class Dojo "Skills" as a tool to provide immediate behavior feedback (positive and needs improvement).		Jamie Reynolds	05/25/2024
<i>Notes:</i>				
8/30/21	Teachers will clearly communicate, practice, and model effective communication in a virtual classroom setting as evidenced by walk-throughs and observations.		Justine Carter	05/31/2025
<i>Notes:</i> Practicing these norms and making them routine is what makes this goal time-consuming. Students need to learn a new virtual set of rules of engagement.				
<b>Implementation:</b>		06/21/2023		
<b>Evidence</b>	5/10/2022 <a href="https://drive.google.com/drive/folders/1HhiSnuIQhkCaDGmT0UMhAscchoHhtP-m?usp=sharing">https://drive.google.com/drive/folders/1HhiSnuIQhkCaDGmT0UMhAscchoHhtP-m?usp=sharing</a>			
<b>Experience</b>	5/10/2022 VAR staff worked together to establish, teach, model, and reinforce virtual learning norms and expectations.			
<b>Sustainability</b>	5/10/2022 VAR staff will continue to make any tweaks necessary for 2022-23 based on what we have learned thus far. We will continue to utilize virtual bootcamp and morning meetings to ensure consistent, school-wide rollout.			

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>		<p>2021-2022: The Pearson prescribed curriculum is a national curriculum; therefore, teachers must align the Pearson curriculum to RCSS pacing guides and NC state standards. This process requires teachers to review their entire Pearson course, restructure where standards and pacing do not match, and create new assignments and/or assessments to ensure NC state standards are being taught and assessed.</p> <p>2022-2023: Teachers are responsible for creating course content (that aligns to NC State Standards as well as RCSS pacing guide expectations) via Canvas. Our staff will work with the Research Triangle Institute (RTI) on building effective course content and the layout of the Canvas courses to maximize student success and student engagement. Teacher lesson plans will be reviewed every Friday as a way to monitor course content. Our master schedule was also revised to include common planning for all teachers; therefore, creating opportunities for EC teachers to attend Collaborative Team Time with core teachers.</p> <p>2023-24 Teachers are responsible for creating course content (that aligns to NC State Standards as well as RCSS pacing guide expectations) via Canvas. Our staff continue to work with Research Triangle Institute (RTI) on building effective course content and the layout of the Canvas courses to maximize student success and student engagement. Teacher lesson plans are reviewed weekly as a way to monitor course content. Our master schedule includes common planning for all teachers; therefore, creating opportunities for EC teacher to attend Collaborative Team Time with core teachers.</p>	No Development 08/30/2021		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	Teacher-driven Collaborative Team Time (CTT) centers around NC standards and Randolph County School System pacing guides. Teachers see the benefits of meaningful CTTs that are curriculum and data-driven. Teachers initiate common planning time which results in common formative assessments, pre and post-tests, learning activities selected for each grade level designed to scaffold learning for the next grade level (vertical planning), as well data data-driven interventions. All activities planned from CTTs are housed in the VAR Canvas Content shared drive. Practices are evidenced through lesson plans, CTT minutes, and data trackers. All CTT work agendas, minutes, CFAs, and data is housed in the district CTT shared drive.			<b>Justine Carter</b>	<b>06/13/2025</b>
<b>Actions</b>			<b>0 of 5 (0%)</b>		
9/25/23	During monthly department planning meetings, teachers will collaborate and support each other in the practice of identifying, unpacking, and planning an upcoming Power Standard to be taught in their class.			Melanie Owens	05/31/2024
<i>Notes:</i>					
9/25/23	Throughout each class, a visual will be displayed that identifies the NC Standard being targeted and the linked "I Can" statement.			Kansas Akin	06/11/2024
<i>Notes:</i>					
8/4/22	Teachers will participate in CTT weekly and engage in the specific criteria for each week to fidelity. This will include planning standards-based lessons, creating and scheduling standards-based assessments, inputting assessment data in assigned data sheet, discussing students who require interventions, and updating the MTSS inventory spreadsheet. Weekly CTT meetings will follow the district agenda.			Justine Carter	06/11/2024
<i>Notes:</i>					
8/30/21	All teachers routinely post NC Standards and Learning Targets on Canvas Home page.			Justine Carter	01/15/2025
<i>Notes:</i>					
8/4/22	Teachers will load all course content into The Virtual Academy @ Randolph's Shared Drive in the assigned grade level folder.			Carrie Pugh	05/31/2025
<i>Notes:</i>					
<b>Implementation:</b>			05/10/2022		
<b>Evidence</b>	5/10/2022 <a href="https://drive.google.com/drive/folders/1CqkiWy0L46eYDU1-">https://drive.google.com/drive/folders/1CqkiWy0L46eYDU1-</a>				

	caS0X5HxfNqZMHCv?usp=sharing			
<b>Experience</b>	5/10/2022 VAR SIT team worked to develop, teach to all staff, and monitor "non-negotiables" for teacher landing pages and individual teacher websites.			
<b>Sustainability</b>	5/10/2022 These expectations will be tweaked for 2022-23 based on what we learned from this year. A similar process will be used - SIT will be responsible to finalize, roll-out to all staff, and monitor.			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Student support services</b>			
<b>KEY</b>	<b>A4.01</b>	<b>The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	<p>2021-2022: Currently all policies, procedures, LMS's, students, and staff are new due to this being the opening year of The Virtual Academy @ Randolph. One of our school PDP goals is to address a multi-tiered system of support. All classroom staff will collect and review data to guide instruction and small groups. All classroom staff will review data in PLTs and discuss interventions to meet the needs of students in various tiers.</p> <p>2022-2023: Based on the FAM-S Scoring Summary, our focus for this school year will be collecting and documenting relevant data, creating and implementing evidence based interventions during allotted small group time, and continuously monitoring students in the MTSS process on our MTSS inventory spreadsheet.</p> <p>2023-24 We have made significant progress in school-wide efforts to consistently collect and document relevant data. Our focus for this school year is to continue to consistently collect and document relevant data AND improve staff understanding and buy-in to using this data in order to create and implement appropriate evidence-based interventions and individualization for all students during core, small group, and intervention instruction. We continuously monitor students in the MTSS process on our MTSS inventory spreadsheet. Our elementary team is trained in the use of ECATs to document and monitor MTSS interventions. This year, the focus is on increasing the comfort and skill of the elementary team in using ECATs to fidelity and on training and rolling out the use of ECATs to our middle school team.</p>		Limited Development 09/06/2021		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>	<p>A MTSS team is established and meets regularly. Collaborative Team Time (CTT) occurs to fidelity (once a week) and includes data discussion/data reflection as well as developing interventions based on data and student needs. MTSS meeting agenda and minutes, CTT minutes, PDP conferences (MTSS is a Professional Development Plan school-wide goal), classroom walk-through data, teacher evaluation data, data notebook/data folder reflections, and dept data presentations house evidence of CTT being utilized to fidelity.</p> <p>Quarterly data conferences occur as individual teacher meetings in order to provide more specific feedback regarding teacher lesson plans, effective teaching practices, appropriate use of data-driven instruction, and to offer support when data and classroom instruction do not meet expectations.</p>		Jamie Reynolds	11/08/2025
<b>Actions</b>			<b>0 of 9 (0%)</b>	
9/6/21	Create expectations and schedule department data presentations.		Justine Carter	11/15/2023
	<i>Notes:</i>			
9/6/21	Create an MTSS team comprised of a variety of staff members (included MTSS coach and MTSS asst. coach)		Justine Carter	11/15/2023
	<i>Notes:</i>			
9/6/21	Information and instruction regarding district CTT folder that includes CTT templates that focus on data, progress monitoring, and interventions will be shared with staff.		Justine Carter	11/15/2023
	<i>Notes:</i>			
9/25/23	The middle school team will participate in training to utilize ECATs to house MTSS data and monitoring.		Kansas Akin	01/31/2024
	<i>Notes:</i>			
9/6/21	Teachers routinely utilize the data spreadsheets to update, monitor, and drive instruction and interventions.		Kansas Akin	06/11/2024
	<i>Notes:</i> MTSS problem solving team routinely monitors the data trackers and provides appropriate feedback and guidance when intervention support is needed.			
9/6/21	Teachers will utilize the CTT template and weekly criteria to engage in the CTT process (plan, create, discuss, and reflect) to fidelity.		Justine Carter	06/11/2024



		<p><i>Notes:</i> Leadership observations and CTT minutes for K-5 demonstrate adequate progress towards this action step.</p> <p>Leadership observations and CTT minutes for 6-8 do not demonstrate adequate progress towards this action step. Steps taken to provide additional support include observational feedback, peer observation of K-5 CTT, modeling expectations through leading CTT meetings.</p>			
	8/4/22	The MTSS team will meet monthly to discuss data and review MTSS inventory sheet (a school-created tracker showing all individual students and their movement within the MTSS tiers - core, supplemental, or intensive - throughout the school year). MTSS Problem Solving team collaborates with teachers to support creating evidence-based interventions for literacy, math, writing, and/or behavior.		Jamie Reynolds	06/11/2025
		<p><i>Notes:</i> MTSS problem solving team meets consistently and schedules additional called as needed.</p>			
	9/25/23	The elementary school team will continue to use ECATs to document and monitor MTSS interventions.		Melanie Owens	06/11/2025
		<p><i>Notes:</i></p>			
	9/25/23	The middle school team will continue to use ECATs to document and monitor MTSS interventions.		Kansas Akin	06/11/2025
		<p><i>Notes:</i></p>			
<b>Implementation:</b>			05/18/2022		
	<b>Evidence</b>	5/18/2022			
	<b>Experience</b>	5/18/2022 MTSS team was established and trained together throughout the year to consistently implement all tiers.			
	<b>Sustainability</b>	5/18/2022 Continued PD for MTSS team and schoolwide on appropriate interventions and consistent data school-wide.			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		2021-2022 Not only is this the first year of the Virtual Academy @ Randolph, it is the first virtual option in our county. All of our students, and their needs, are new to us this year. Many students choose virtual for a variety of social and emotional needs; thus, implementing SEL lessons and SEL time within the day is a high priority to address every student and every need. Our master matrix has	No Development 09/06/2021		

	<p>allotted time in the day for these lessons to occur; however, because all our staff was hired after July 1-we did not have time to plan these lessons prior to the beginning the school year. Planning for these lessons will happen throughout the 2021-2022 school. Next year our SEL time will be planned prior to the start of school.</p> <p>2022-23 VAR implemented new expectations that teachers will utilize True North Time (TNT) for SEL lessons. TNT is our school's name for our morning meetings.</p> <p>2023-24 VAR has established expectations that teachers will utilize True North Time (TNT) for SEL check-ins. TNT is our school's name for our morning meetings and SEL lessons will be regularly incorporated into classrooms.</p>			
	<p>Priority Score: 3</p> <p>Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<p><b>How it will look when fully met:</b></p>	<p>Safe, structured virtual classrooms are evident throughout our school. Teachers clearly communicate daily norms, expectations, practices, and procedures that ensure virtual classrooms are, indeed, a safe learning environment. Teachers have an established rapport with students built on trust. Teachers and students communicate regularly and students know how to engage in virtual learning respectfully with the teacher as well as other classmates. Teachers plan and collaborate with Student Services to incorporate intentional SEL lessons based on students' needs. Through meaningful data collection, teachers create behavioral interventions designed to meet individual student's social and emotional needs. These elements are evidenced through lesson plans and classroom observations. Staff understand the difference between emergent and non-emergent student concerns and utilize the established protocol for sharing both with school leaders.</p>		<p><b>Jamie Reynolds</b></p>	<p><b>08/30/2024</b></p>
<p><b>Actions</b></p>		<p><b>2 of 6 (33%)</b></p>		
<p>9/25/23</p>	<p>Staff will be trained on the process to report emergent and non-emergent student concerns to school leadership.</p>	<p>Complete 08/21/2023</p>	<p>Justine Carter</p>	<p>08/25/2023</p>
<p>Notes:</p>				

9/25/23	School leaders will create a Google form that staff will utilize to report non-emergent student concerns and request additional intervention from school leaders.	Complete 09/25/2023	Jamie Reynolds	09/30/2023	
<i>Notes:</i>					
9/6/21	Counselor will provide SEL lessons and resources for all grade levels in a folder in the VAR shared drive and be available to support utilizing them in the classroom setting.		Jamie Reynolds	11/15/2023	
<i>Notes:</i>					
9/6/21	Staff will continuously teach and model for students how to advocate for their own needs and request a "Breakout Session or Cool Down"		Brittany Ramey	06/11/2024	
<i>Notes:</i>					
9/25/23	All staff will utilize True North Time (TNT) to complete informal SEL check-ins with students daily.		Kansas Akin	06/11/2024	
<i>Notes:</i>					
9/25/23	Staff will utilize the established Google form to report non-emergent student concerns and request additional intervention from school leaders.		Jamie Reynolds	06/11/2024	
<i>Notes:</i>					
<b>Implementation:</b>		03/20/2023			
<b>Evidence</b>		3/20/2023			
<b>Experience</b>		3/20/2023			
<b>Sustainability</b>		3/20/2023			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>2021-2022 Being a new school with all new staff and stakeholders - this is a goal that we can address towards the end of the school when we plan for our students to transition from grade to grade and/or level to level.</p> <p>2022-2023 We have established a rapport with feeder schools to help our students transition successfully. We will also have specific orientations to help new virtual learners and families adjust to the virtual learning environment.</p> <p>2023-24 We continue to nurture relationships and rapport with schools throughout our district to help our students transition successfully. We have</p>	No Development 09/06/2021		

	updated and improved the specific orientations offered to help new virtual learners and families adjust to the virtual learning environment.			
	Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<b>How it will look when fully met:</b>	We have orientation sessions for Kindergarteners, 1st-5th graders, 6th graders, and 7th-8th graders. Student Services works with feeder school counselors to assist rising 9th graders in transitioning back to brick-and-mortar assigned domicile school. An established parent orientation session is presented prior to the start of the school year and parents demonstrate a clear understanding of what it means to be the "learning coach" at home and their role in assisting their child through the virtual learning process. Teachers implement virtual boot camp norms and expectations during the first week of school to establish and reinforce what it means to be an effective virtual learner. VAR will have a shared drive that includes necessary documents, protocols, and best practices to ensure successful marketing, recruitment, and enrollment efforts each year.		Jamie Reynolds	06/11/2024
<b>Actions</b>		<b>1 of 5 (20%)</b>		
10/18/21	Teachers will use virtual boot camp to support students and families as they transition to virtual learning.	Complete 09/15/2023	Melanie Owens	09/30/2023
	<i>Notes:</i>			
9/6/21	Create and promote elementary virtual interest and orientation session.		Jamie Reynolds	02/01/2024
	<i>Notes:</i>			
9/6/21	Create 6th-8th grade interest and orientation session for Virtual Academy @ Randolph.		Jamie Reynolds	02/01/2024
	<i>Notes:</i>			
9/6/21	Create a rising kindergarten virtual interest and orientation session.		Jamie Reynolds	02/03/2024
	<i>Notes:</i>			
9/6/21	Reach out to local HS school counselors and schedule virtual or live field trips to RECHS and feeder schools for current 8th graders.		Jamie Reynolds	03/01/2024

Notes:

<b>Implementation:</b>		05/05/2023		
<b>Evidence</b>	5/5/2023 Evidences uploaded			
<b>Experience</b>	5/18/2022 VAR staff discussed in multiple leadership meetings and PLT meetings the importance of supporting smooth and successful transitions into virtual learning, and ways to retain and grow our student body.			
<b>Sustainability</b>	5/18/2022 Vertical alignment, meet the teacher for next grade, summer to-do skills calendar			

**Core Function: Dimension B - Leadership Capacity**

**Effective Practice: Strategic planning, mission, and vision**

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
<b>Initial Assessment:</b>		<p>2021-2022 Being a brand new school with all new staff and new stakeholders it is paramount to develop leadership teams on campus to create opportunities for teacher leadership and teacher efficacy. The expectation to create the following has been created: PLTs, SIT, Dept Mtgs, and MTSS team.</p> <p>2022-2023 We will continue to meet monthly for SIT, Dept. Chair, and MTSS. Per our district, SIT meets monthly and the second leadership team meeting monthly consists of our MTSS problem solving team.</p> <p>2023-24 We meet monthly for SIT and MTSS. We also have department planning built into our after school meeting schedule once per month. SIT meets monthly and the second leadership team meeting monthly consists of our MTSS problem-solving team.</p>	Limited Development 09/06/2021		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		Meeting dates for the year are created and added to the master calendar prior to the start of school. A Shared Drive is created and organized to house all		Justine Carter	06/11/2024

	meeting dates, meeting templates, meeting minutes, etc. Shared Drive training occurs multiple times throughout the year to ensure all staff understand where all documentation, and school information is located. All leadership teams establish and implement meeting norms routinely to ensure agenda items are covered in a timely manner, staff voice is heard, and consistent school improvement and student achievement are the driving force of all leadership team meetings. All teams understand the importance of working together to assess and reflect on data, school improvement, VA@R routines, procedures, expectations, and daily practices.			
<b>Actions</b>		<b>0 of 3 (0%)</b>		
10/24/23	Leadership team meeting minutes will reflect team discussion of indicators and actions steps.		Shannon Graves	06/09/2024
	<i>Notes:</i>			
9/6/21	The following leadership teams will meet monthly: School Improvement Team and MTSS problem solving team.		Justine Carter	06/09/2024
	<i>Notes:</i>			
9/6/21	Staff will continuously utilize the Shared Drive VA@R Folder to access meeting templates for CTTs, SIT, and Faculty meetings.		Carrie Pugh	06/11/2024
	<i>Notes:</i>			
<b>Implementation:</b>		06/21/2023		
<b>Evidence</b>	5/18/2022			
<b>Experience</b>	5/18/2022 School master calendar, email reminders for meetings the following week which included agendas, Google forms to voice issues/concerns from all staff			
<b>Sustainability</b>	5/18/2022 Continue to utilize the above procedures			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		2021-2022 The master matrix has a planning period for each classroom teacher. Each teacher also has designated small group time to address remediation, enrichment, SEL and 1:1 time with students.	Limited Development 09/06/2021		

	<p>2022-2023 The master matrix included a common planning time for teachers. All staff duties are outlined in the VA@R staff handbook that is reviewed on the first teacher workday.</p> <p>2023-24 The master matrix includes a common planning time for teachers. All staff duties are outlined in the VA@R staff handbook that is reviewed on the first teacher workday. Small group and intervention time is also built into our master matrix to ensure time to address remediation, enrichment, SEL, and 1:1 time with students.</p>			
<b>How it will look when fully met:</b>	A professional development plan is created and communicated prior to the start of the school year. This plan includes quarterly planning days for teachers to customize their Canvas course to match Randolph County pacing guides and NC State standards. Teachers and staff are involved in at least one committee that drives student achievement and/or school improvement. The master matrix includes opportunities for teachers to collaborate, plan, and progress monitor data. Teachers use allotted time to engage in meaningful and intentional curriculum dialogue with other teachers in their department. Collaborative Team Time minutes reflect the appropriate use of instructional planning time.		Lane Vecellio	08/31/2025
<b>Actions</b>		<b>0 of 6 (0%)</b>		
10/18/21	MTSS and School Improvement Team members are selected by their peers through a voting process.		Justine Carter	11/15/2023
	<i>Notes:</i>			
9/6/21	Teachers will customize their Canvas pages to include Randolph County expectations and initiatives.		Justine Carter	06/11/2024
	<i>Notes:</i>			
8/4/22	Teachers will use common planning to engage in weekly CTTs.		Lane Vecellio	08/30/2024
	<i>Notes:</i>			
8/8/22	Elementary teachers will use common planning added into the master matrix to engage in LETRS training.		Lane Vecellio	08/30/2024
	<i>Notes:</i>			
9/6/21	School leaders continuously share asynchronous professional development opportunities for staff to learn and grow in all areas of virtual teaching and learning.		Justine Carter	06/13/2025

Notes:

10/18/21 Staff handbook will include a list of all committees offered at The Virtual Academy @ Randolph as well as the norms, procedures, and staff roles assigned for each committee.

Justine Carter

08/30/2025

Notes:

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>		<p>2023-24 A digital classroom walk-through tool is used to provide teachers with immediate feedback. The walk-through tool automatically generates an email to the teacher with his/her raw walk-through data feedback. All teachers are trained in NCEES as well as their observation cycle for the 2023-2024 school year. Principal's classroom observations, walk-throughs, and lesson plan review and feedback are provided consistently.</p> <p>2022-2023 A digital classroom walk through tool will be used to provide teachers immediate feedback. The walk through tool will automatically generate an email to the teacher with his/her raw walk through data feedback. All teachers are trained in NCEES as well as their observation cycle for the 2022-2023 school year. Full implementation will be evidenced via principal's classroom observations, walk-throughs, and lesson plan review and feedback.</p> <p>2021-2022 This is the first year of the Virtual Academy @ Randolph. A classroom walk through tool has been created. The walk through tool will automatically generate an email to the teacher with his/her raw walk through data feedback. All teachers are trained in NCEES as well as their observation cycle for the 2021-2022 school year.</p>	No Development 09/06/2021		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		The principal is well-versed in elementary and middle school standards and pacing. The classroom walk-through tool is presented to the staff prior to the first day of school. Professional Development is scheduled prior to the start of the school year. Teacher observation schedule is created prior to the start of the first day of school. The principal consistently visits virtual classrooms and		Justine Carter	06/11/2024



	provides meaningful feedback and engages in coaching conversations with teachers regularly.			
<b>Actions</b>		<b>0 of 6 (0%)</b>		
9/6/21	Create a walk through tool that generates automatic feedback to the teacher.		Justine Carter	11/15/2023
	<i>Notes:</i>			
9/6/21	Principal will create a comprehensive NCEES schedule to complete certified evaluations in a timely manner.		Justine Carter	11/15/2023
	<i>Notes:</i>			
9/6/21	Teachers update their Google Calendars regularly and share Google Calendar with students and principal.		Zack Lambeth	06/10/2024
	<i>Notes:</i>			
9/6/21	Principal routinely visits virtual classroom using the walk through tool to monitor the instruction and offer meaningful feedback to the teachers.		Justine Carter	06/11/2024
	<i>Notes:</i>			
9/25/23	Teachers will submit lesson plans for the following week by 3pm each Friday.		Carrie Pugh	06/11/2024
	<i>Notes:</i>			
9/25/23	Principal will review lesson plans weekly and reference plans when completing walk-throughs and observations.		Justine Carter	06/11/2024
	<i>Notes:</i>			
<b>Implementation:</b>		06/21/2023		
<b>Evidence</b>	5/18/2022			
<b>Experience</b>	5/18/2022 Principal was actively involved in the virtual learning classrooms, interacting with students and offering feedback and collaboration with teachers.			
<b>Sustainability</b>	5/18/2022 Continue to utilize the procedures above			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>2021-2022 Our LEA has routine practices for regularly monitoring district performance; however, The Virtual Academy @ Randolph is in its first year and will utilize this year to establish our baseline data moving forward.</p> <p>2022-2023 Leadership team will disaggregate data and create a snapshot for SIT. SIT will be responsible to creating next steps based on the data. School leadership and SIT will review data in order to identify trends that can inform school-wide, team, or individual professional development selections.</p> <p>2023-24 The VAR Leadership team disaggregates data and creates a snapshot for SIT. SIT is responsible for creating the next steps based on the data. School leadership and SIT review data in order to identify trends that can inform school-wide, team, or individual professional development selections.</p>	<p>Limited Development 10/18/2021</p>		
	<p>Priority Score: 2                      Opportunity Score: 3</p>	<p>Index Score: 6</p>		
<p><b>How it will look when fully met:</b></p>	<p>The leadership team is positioned to take a wide view of the data available to guide decisions on The Virtual Academy @ Randolph's focus and direction. Teachers are trained and well-versed in using documenting and utilizing data. Teachers discuss meaningful data weekly during regularly scheduled Collaborative Team Time meetings and quarterly data conferences. Teachers routinely present data discoveries to the principal and school leadership team members to engage in intentional data dialogue.</p>		<p><b>Jamie Reynolds</b></p>	<p><b>08/31/2025</b></p>
<p><b>Actions</b></p>		<p><b>0 of 5 (0%)</b></p>		
<p>10/18/21</p>	<p>School leaders will create the quarterly department data discussion Google Slide and communicate expectations to all staff members.</p>		<p>Justine Carter</p>	<p>11/15/2023</p>
<p><i>Notes:</i></p>				
<p>10/18/21</p>	<p>Using the quarterly data discussion checklist-each teacher will prepare and present to the principal a myriad of data (grades, attendances, missing tasks, district/state data (when available), mClass, iReady, and formative assessments) and how that data is being used regularly to drive student instruction and/or interventions.</p>		<p>Brittany Ramey</p>	<p>06/11/2024</p>
<p><i>Notes:</i></p>				

10/18/21	Teachers will have data discoveries with students at the end of each quarter to review and reflect on data notebooks.		Brittany Ramey	06/13/2025
<i>Notes:</i>				
8/4/22	Teachers will incorporate individual data conferences/check-ins into small group instruction, weekly.		Justine Carter	08/30/2025
<i>Notes:</i>				
8/8/22	SIT will monitor and assess school-wide data monthly.		Jamie Reynolds	08/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		05/18/2022		
<b>Evidence</b>	5/18/2022			
<b>Experience</b>	5/18/2022 Teachers discuss student data during PLTs, all students have a data notebook, teachers discuss student data with student and families quarterly, each team prepares and presents to Principal a quarterly data review			
<b>Sustainability</b>	5/18/2022 continue the above procedures			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>The LEA uses procedures and protocols to recruit, evaluate, reward, and replace staff. Job Fair information is regularly shared with principals to assist us in the hiring process. New administrators are trained on NCEES and the evaluation process. RCSS makes numerous efforts to praise and rewards staff through STAR Employee recognitions, Pride Pins, and numerous awards ceremonies dedicated to recognizing excellence among our employees. RCSS also takes every initiative to reassign teachers when positions are cut.</p> <p>School leaders include a variety of staff in the recruiting and interviewing processes. We have a well-established social media presence and utilize these platforms for recruiting efforts. School leaders stay abreast of staff satisfaction and professional growth goals which could impact potential moves from a current position. School leaders encourage continuous growth and development of all staff - some examples outside of professional development opportunities offered at the school and district level include serving as graduate school</p>	Full Implementation 09/26/2023		

	references, sharing opportunities for obtaining certifications, and providing opportunities for shadowing other grade levels and positions within the school and district.			
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<b>Core Function:</b>	<b>Dimension D - Planning and Operational Effectiveness</b>			
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<b>Effective Practice:</b>	<b>Resource Allocation</b>			
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KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		District and school leaders work to effectively manage resources, including time, money, personnel, and partnerships that are essential to achieving overall school improvement. Principal attempts to recruit, hire, and retain the most capable and highly qualified staff that are a great fit for our virtual setting. Principal works within the school regularly to place staff in roles that are suited to their strengths and to provide support and professional learning related to identified areas for growth. Our master schedule is designed to ensure and protect collaborative instruction planning among our staff.	Limited Development 09/26/2023		
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<i>How it will look when fully met:</i>		District/LEA and school remain aligned and collaborative in resource allocation and continuously work together to improve the equitable allocation between elementary and middle school teams at VAR, with an awareness and acknowledgment of our unique virtual setting and that resources that are most appropriate and effective for us may vary from the traditional elementary and middle schools across the district.		Justine Carter	08/30/2024
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<b>Actions</b>			<b>0 of 4 (0%)</b>		
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9/26/23	School leaders will research digital versions of paper/pencil resources provided district-wide.			Lane Vecellio	01/30/2024
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<i>Notes:</i>					
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9/26/23	School leaders will share identified digital versions of district resources with appropriate district staff and advocate for adding this version for our virtual academy.			Justine Carter	03/30/2024
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<i>Notes:</i> Once a year for the upcoming school year, or as needed for the current school year.					
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9/26/23	VAR will conduct a fall and spring fundraiser and allocate proceeds in such a way that supports instruction school-wide.		Jamie Reynolds	06/30/2024
<i>Notes:</i>				
9/26/23	Staff will share instructional resources in the folder created in the VAR shared drive. This should become a common practice as part of submitting lesson plans weekly - if using a new resource, share it in the drive.		Carrie Pugh	08/30/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>2021-2022 Being a brand new school we are currently in the process of developing a myriad of ways to communicate with our stakeholders as well as create resources to assist parents and students in effective virtual learning. We add content to our website daily. We send home weekly Sunday night messages with an email script attachment. All teachers are to set up Class Dojo to communicate with parents. All teachers are to have a comprehensive landing page in Pearson where viable information is easily accessible to parents and students.</p> <p>2022-2023 The principal will continue weekly Sunday night School Messenger messages (with email script) regarding weekly events and announcements. The Virtual Academy @ Randolph will continue to utilize Class Dojo as a tool to effectively communicate with parents/guardians. Parents will also have access to their student's Canvas course as a parent observer. Our webmaster continuously updates our school website (and social media sites) to reflect up-to-date, relevant information. All teachers have a unified homepage in Canvas for students and parents to have efficient access to important information.</p> <p>2023-24 The principal creates and sends Sunday night School Messenger messages (with email script) regarding weekly events and announcements. The Virtual Academy @ Randolph utilizes Class Dojo as a tool to effectively communicate with parents/guardians. Parents also have access to their students' Canvas course as a parent observers. Our webmaster continuously updates our school website (and social media sites) to reflect up-to-date, relevant information. All teachers have a standardized homepage in Canvas for students and parents to have efficient access to important information.</p>	No Development 09/06/2021		

<p><b>How it will look when fully met:</b></p>	<p>Our website contains all basic information (staff bios, bell schedule, how-to videos, School Improvement Plan, and a section for Sunday Messages). Routines and expectations for weekly newsletters are communicated prior to the first day of school. Curriculum nights are planned and scheduled prior to the start of the school year. All teachers keep an updated parent contact log that is shared with the principal and school leadership teams. Two-way positive communication is a norm for our staff as a way to maintain a positive climate and culture with our parents and virtual community.</p>		<p><b>Zack Lambeth</b></p>	<p><b>06/13/2025</b></p>
<p><b>Actions</b></p>		<p><b>2 of 6 (33%)</b></p>		
<p>9/6/21</p>	<p>Create and promote a "how to" tutorial section on website to help parents and students troubleshoot virtual learning.</p>	<p>Complete 09/15/2023</p>	<p>Zack Lambeth</p>	<p>08/31/2023</p>
<p><i>Notes:</i></p>				
<p>10/7/22</p>	<p>All teachers will have established office hours 4 days per week where students and families have the opportunity to join for discussion or questions.</p>	<p>Complete 08/25/2023</p>	<p>Kansas Akin</p>	<p>08/31/2023</p>
<p><i>Notes:</i></p>				
<p>9/6/21</p>	<p>Create a section on the website for Sunday Night Messages and continuously add Sunday Night Messages to this section.</p>		<p>Justine Carter</p>	<p>11/15/2023</p>
<p><i>Notes:</i></p>				
<p>9/25/23</p>	<p>Data Manager will print and Technology Technician will place PowerSchool Parent Portal letters in the student's shared drives. Technology Technician will share this information on school story in Class Dojo and teachers will families of their parents and encourage utilization.</p>		<p>Carrie Pugh</p>	<p>11/30/2023</p>
<p><i>Notes:</i></p>				
<p>9/6/21</p>	<p>Principal will create Sunday night School Messenger calls with email script weekly available in English and Spanish.</p>		<p>Justine Carter</p>	<p>06/11/2024</p>
<p><i>Notes:</i></p>				
<p>3/21/23</p>	<p>Starting in the 2023-24 school year, VAR will incorporate virtual curriculum nights where students and families can engage together in gaining a greater understanding of instructional content and ways in which families can support students in educational success.</p>		<p>Carrie Pugh</p>	<p>06/09/2025</p>
<p><i>Notes:</i></p>				









## NCStar/SIP Mandatory Components

School Name: The Virtual Academy @ Randolph

School Year: 2023-2024

### 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 staff have a duty free lunch period. Elementary staff have common lunch from 11:25-11:55 and middle school staff have lunch from 11:45-12:10.

### 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.

Middle School teachers have 60 minutes of planning daily. When elementary teachers combine office hours with common lunch they a combined planning of 50 minutes daily.

### Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

We offered a beginning of the year orientation to all parents and students to help acclimate both to the virtual learning environment. Students are assigned to small groups daily based on data derived from evidence based instruction.

All students engage in data driven student conference weekly to monitor student achievement and student success.