



Randleman Elementary School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission: Randleman Elementary's mission is to create a learning community where all students will grow to become responsible citizens with 21st Century Skills, prepared for the college and career of their choice.

Randleman Elementary School will actively create and foster a culture of excellence by creating and sustaining curriculum and instructional practices that lead to high quality learning for all students.

Vision: All students will receive standards aligned curriculum and instruction from highly qualified staff members throughout the school on a daily basis.

All staff members will be provided and participate in high quality professional development opportunities to increase educator capacity.

All certified staff will embrace a cycle of continuous instructional improvement through the use of data, collaboration, and instructional support

All students will participate in regular opportunities and experiences in order to Foster student social and emotional wellness

Goals:

At the end of the 2023-2024 school year, Randleman Elementary School will increase overall proficiency by 15.5 percentage points as measured by the 3rd and 4th Grade End of Grade Test. Indicators addressing goal: (A 2.04; A 2.05; B 3.03)

At the end of 2023-2024 school year, Randleman Elementary School third grade students will increase EOG proficiency as compared to BOG proficiency to 50%. (A 2.04, A 2.05, E 1.06)

By the end of the 2023-2024 school year, 65% of students in grades K-3 will demonstrate proficiency as measured by mCLASS assessments. (A 2.04, A 2.05, A 3.03)

By June 2024, as measured by our FAM-S, Randleman Elementary School will increase our Data Based Problem Solving score from 38% to 70%. (A 2.05)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, schoolwide expectations are defined and in place: It's a great day to be a Tiger at Randleman Elementary School, where we are		Limited Development 09/06/2017		

	<p>Prepared for Our Day, Always Respectful, Willing to Learn, and Safe in our Actions. Expectations are recited on morning and afternoon announcements. The matrix is posted throughout the building. A PBIS coach has been identified and a team created. Students are rewarded with PAWS Awards. Individual students can receive positive office referrals, called Terrific Tiger Shout Outs. In previous years, RES has been recognized as a Model School by the Department of Public Instruction. All staff are provided a google form that can be used to track behavior and the reason why behaviors happen. The ABC behavior chart will show trends so the administrators can see when and why these behaviors are occurring. The chart will show the antecedent, the behavior, and the consequence.</p>			
<p><i>How it will look when fully met:</i></p>	<p>When this objective is fully met, schoolwide expectations, defined as "Prepared for Our Day, Always Respectful, Willing to Learn, and Safe in our Actions," will be firmly established and regularly recited during morning and afternoon announcements. The schoolwide matrix detailing these expectations will be prominently displayed throughout the building. Additionally, comprehensive lessons for teaching these expectations will be developed and distributed to teachers, and a structured schedule for teaching them will be put in place. A dedicated PBIS coach will be identified, and a team formed to ensure the continued success of this program. Students will be rewarded with PAWS Awards for demonstrating positive behavior, and individual students will receive positive office referrals known as Terrific Tiger Shout Outs. To further support high-need students, all staff members will be provided with a Google form for tracking behavior and identifying the reasons behind specific behaviors. The ABC behavior chart will assist in identifying trends and helping administrators understand when and why certain behaviors occur, including the antecedents and consequences.</p> <p>Furthermore, as part of our ongoing efforts to embed these expectations into the school culture, the rubric detailing schoolwide expectations will be posted in each area of the building. Classroom rules will be meticulously aligned with the school matrix and posted in every classroom to ensure consistency in behavior expectations. Staff members will actively incorporate the language of the rubric when supporting student behavior, fostering a cohesive approach for all students. Quarterly data collection and analysis of behavior and</p>		<p>Jennifer Samulski</p>	<p>06/05/2025</p>

discipline data will be initiated, with a focus on disaggregating the data to identify trends related to location, time, triggers, and other potential contributing factors. These insights will then be used to develop additional action steps as necessary to further support student, classroom, and schoolwide behavior.

Actions		13 of 16 (81%)		
9/11/17	Apply for the next level of PBIS recognition.	Complete 09/29/2017	James Johnson	05/31/2018
<i>Notes:</i>				
9/11/17	Increase the number of PAWS slips in 2017-18 in comparison to 2016-17. Increased positive recognition will lower the number of school discipline referrals.	Complete 06/08/2018	Sara McCollum	06/08/2018
<i>Notes:</i>				
4/11/18	All staff will follow the school wide behavior plan.	Complete 05/31/2019	Jennifer Samulski	06/01/2019
<i>Notes:</i>				
4/11/18	All staff will have access to and follow office referral matrix.	Complete 05/31/2019	Maria Broos	06/01/2019
<i>Notes:</i>				
9/23/20	Matrix specific lesson plans will be created and distributed to all instructional staff.	Complete 10/14/2020	Jennifer Samulski	10/14/2020
<i>Notes:</i>				
9/23/20	All staff will be trained on the minor incident referral form and ODR form.	Complete 10/20/2020	Jennifer Samulski	10/31/2020

<i>Notes:</i>				
9/23/20	Staff will utilize the minor incident referral to identify and address behavioral patterns.	Complete 06/01/2021	Jennifer Samulski	06/01/2021
<i>Notes:</i>				
9/9/21	All staff will be provided with lesson plans for teaching classroom expectations and holding class meetings at the beginning of the school year.	Complete 09/01/2021	Ashley Barr	09/30/2021
<i>Notes:</i>				
9/23/20	Disaggregated ODR data will be shared quarterly with the SIT and then with staff.	Complete 06/01/2021	Maria Broos	06/01/2022
<i>Notes:</i>				
9/23/20	PAWS data will be collected and shared quarterly.	Complete 06/01/2021	Lynn Routh	06/01/2022
<i>Notes:</i>				
9/9/21	Lead teacher will present a professional development series on the Behavior Queen to support classroom management and managing disruptive behaviors.	Complete 09/14/2022	Jennifer Choken	06/05/2022
<i>Notes:</i>				
10/3/22	ABC charts will be utilized for students demonstrating high behavioral needs.	Complete 12/01/2022	Shawn Shoptaw	12/06/2022
<i>Notes:</i>				
10/3/22	An updated digital version of the minor and major referral forms will be shared so that staff can fill out forms digitally.	Complete 06/09/2023	Nicole Clausi	06/09/2023
<i>Notes:</i>				
9/26/23	Daily Morning Meetings will be implemented in all classrooms for the purpose of setting and reinforcing expectations and building community.		Jennifer Samulski	05/21/2024
<i>Notes:</i>				
9/25/23	Quarterly, behavior and discipline data will be collected and disaggregated for location, time, trigger, and other possible motives or contributing factors.		Shawn Shoptaw	06/09/2024
<i>Notes:</i>				
10/3/22	All staff will receive training on best practices regarding proactive discipline and discipline referral expectations.		Shawn Shoptaw	06/09/2025
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently, teachers utilize standards, RCSS resources and a variety of resources to plan instruction. Instructional Teams meet twice weekly during Collaborative Team Time to plan instruction for each unit of instruction. Grade levels are also using pacing guides to aligned to the district guidelines. A learning progress model is also being used so current teachers are able to know the present level of performance. PLCs collaborate in strategically planned data days 3 times per year to disaggregate data and plan meaningful instruction. Common Formative Assessments are utilized to pre and post assess identified priority standards.</p>	Limited Development 09/23/2020		
<i>How it will look when fully met:</i>		<p>When fully implemented, the following items will be in place across the school</p> <p>Instructional teams at RES will be committed to developing and refining standards-aligned instructional units. These units will be designed to encompass key aspects such as learning objectives and criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and readily accessible materials for sharing with colleagues.</p> <p>To ensure the inclusion of diverse learners, special education and English Language Learners (ELL) teachers will be actively included on instructional teams. Their input in crafting will be utilized in planning standards-aligned instructional units that address the unique requirements of these student groups.</p> <p>Instructional teams will operate fully as Collaborative Teams, fostering a culture of collaboration among educators and focusing on improving student learning throughout the school.</p> <p>Instructional teams will follow a systematic approach to develop standards-aligned units. They will prioritize the most critical learning standards for each grade level or subject, unpack the domain skills, and identify essential skills to be mastered ensuring that instructional</p>		Katie McMichael	06/03/2025

objectives are closely aligned with the standards.

Instructional teams will align learning activities with objectives to provide diverse and effective ways for students to achieve mastery. Differentiated learning activities will be developed to cater to students with varying needs.

Instructional teams will collaboratively develop or identify high-quality instructional materials for each learning activity. These materials will be well-organized and easily accessible to all teachers. This sharing of resources will reduce duplicative efforts and encourage collective creativity and innovation in teaching.

Actions		10 of 14 (71%)		
9/23/20	A "Playbook" of resources will be compiled and provided to each instructional staff member in order to insure that all teachers are planning instruction utilizing high quality, vetted resources.	Complete 09/30/2020	Jennifer Choken	09/30/2020
<i>Notes:</i>				
9/23/20	The lead teacher will inventory classroom resources designated by RCSS and insure that all instructional staff have access to each of those resources.	Complete 09/30/2020	Jennifer Choken	10/30/2020
<i>Notes:</i>				
9/23/20	All instructional staff will utilize canvas as the learning management platform.	Complete 10/30/2020	Ashley Barr	10/31/2020
<i>Notes:</i>				
9/23/20	PLTs will meet and plan high quality, prioritized instruction utilizing inventoried resources and the RES Playbook.	Complete 06/01/2021	Jennifer Choken	06/01/2021
<i>Notes:</i>				
9/23/20	PLTs will meet twice weekly. Once for professional development and information, and once for targeted instructional planning sessions.	Complete 06/04/2022	Jennifer Choken	06/04/2022
<i>Notes:</i>				
9/15/22	iReady Magnetic Reading will be purchased with Title I funds in order to provide students with rigorous, engaging, complex literacy instruction in grades 3 and 4.	Complete 10/15/2022	Ashley Barr	10/31/2022

		<i>Notes:</i>			
9/15/22	Title I funds will be utilized to purchase Letterland kits and face to face training for all instructional staff in grades K-2 to insure the implementation of the core phonemic awareness program is to fidelity.		Complete 10/30/2022	Ashley Barr	10/31/2022
		<i>Notes:</i>			
9/15/22	Title I funds will be utilized to purchase decodable texts to provide student centered reading instruction that is aligned with the Science of Reading.		Complete 10/31/2022	Ashley Barr	10/31/2022
		<i>Notes:</i>			
9/15/22	Title I funds will be used to secure substitute teachers in order to provide members of the school improvement team the opportunity to meet around a vertical planning protocol to support vertical alignment.		Complete 10/31/2022	Ashley Barr	10/31/2022
		<i>Notes:</i>			
9/16/22	Title I Funds will be utilized to employ an Instructional Facilitator to support grade levels and individual teachers in planning and employing instructional best practices.		Complete 10/31/2022	Ashley Barr	10/31/2022
		<i>Notes:</i>			
9/25/23	All grade levels will identify priority standards for their year long focus.			Grade Level Chair	10/24/2023
		<i>Notes:</i>			
9/25/23	4th grade Collaborative Team will identify priority standards in ELA and Math.			Tinah Price	10/24/2023
		<i>Notes:</i>			
9/25/23	4th grade will participate in two additional planning sessions during the first semester for the purpose of completing 2 ELA unit plans based on identified priority standards. (10/23 and 11/20)			Tinah Price	11/21/2023
		<i>Notes:</i>			
9/14/22	Collaborative Teams will create a minimum of three CFAs per quarter around priority standards for both ELA.			Katie McMichael	06/09/2024
		<i>Notes:</i>			
	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade levels Collaborative Teams currently meet twice a week to plan high quality, rigorous, relevant, and prioritized instruction for all students based on standards. These lessons are shared school-wide via either Google Drive or Planbookedu. A "Playbook" has been created by	Limited Development 09/19/2018		

the lead teacher and provided to all certified staff so they have easy access to accurate, up to date curriculum and instruction information, standards, CFAs, and data. All lesson plans are correctly aligned to the new NC Standard Course of Study and contain "I Can" statements and the NCSCOS objective.

How it will look when fully met:

At full implementation, the process of instructional planning at our school will be a collaborative effort, guided by a document that aligns standards, curriculum, and assessments. This document, the teacher's playbook, will serve as the foundation upon which our instructional teams will base their planning.

Instructional teams will work together to align units of instruction, using CFAs to determine what our students need to achieve by the end of each unit. At full implementation, instructional staff will share a common understanding of what's worth teaching, collaborate on challenges and progress, and work together to evaluate the impact of their planning on student outcomes.

Utilizing this collaborative planning, teachers will develop lesson plans based on these units, either individually or collectively. These lesson plans will be crafted with a deep understanding of each student's current knowledge and abilities, with a focus on increasing their progress and achievement levels.

The assessments planned within the instructional teams will allow teachers to evaluate how well students have learned the intended objectives. Assessment, learning objectives, and instructional strategies will be closely aligned with a focus on the identified priority standards to reinforce one another, ensuring that learning objectives are met effectively. To ensure alignment, teachers will ask crucial questions regarding learning objectives, assessments, and instructional strategies.

Teachers will utilize a variety of resources developed by the instructional team, including curriculum, standards, benchmarks, district curriculum guides, syllabi, textbooks, and materials created by

Ashley Barr

06/08/2025

teachers themselves. All of these components will be integrated into lesson plans.

Learning activities will be carefully aligned with the objectives outlined in the unit plan. The learning activities and materials developed by teachers and instructional teams will offer a diverse range of ways for students to achieve mastery, evident through the completion of activities and post-test performance.

The developed unit plans will provide a structured framework for collaborative teams to organize activities aligned with curricular objectives. Differentiated activities will be identified, including teacher/co-teacher centers, activity centers, cooperative centers, independent work, and homework.

Actions		2 of 4 (50%)		
9/12/21	A playbook will be provided to and updated regularly for each certified staff member to house up to date information related to NCSCOS, curriculum, instruction, assessment, and resources.	Complete 09/01/2021	Jennifer Choken	09/01/2021
<i>Notes:</i>				
9/12/21	Grade level PLTs will meet with the lead teacher and administrators to plan high quality instruction for students.	Complete 06/04/2022	Jennifer Choken	06/04/2022
<i>Notes:</i>				
9/12/21	Grade level CTTs will develop CFAs for the purpose of assessing student understanding around priority standards		Katie McMichael	05/21/2024
<i>Notes:</i>				
9/26/23	CTTs will meet once per quarter to plan for long range data based and data adjusted planning		Katie McMichael	05/21/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>As of 2021, teachers utilize whole group and small group instructional practices and individualize as needed. Lesson plans are designed by the grade/specialty area and submitted throughout the school. Teams meet twice monthly to discuss student needs based on data and identify students who need additional and select research based interventions. Staff development is differentiated and offered based on data that provides evidence for professional development needs. A Problem Solving Team is in place and continuing to develop its skills in MTSS best practices.</p>	<p>Limited Development 05/22/2017</p>		
<p>How it will look when fully met:</p>	<p>Once fully implemented, our commitment will be to providing effective and differentiated instruction to meet the diverse needs of our students. To achieve this, a tiered instruction approach will ensure that every student will be given the opportunity to access the content. In tier 1 level instruction, whole-class direct instruction will be provided, offering a strong foundation for learning.</p> <p>Recognizing that students have varying needs beyond tier 1, teachers will be equipped with the necessary knowledge and skills to adapt teaching materials and methods to cater to each student's specific requirements. The commitment to differentiation will be evident in tier 1 instruction, where teachers will tailor their lessons based on the learning needs of the students in their classrooms.</p> <p>To facilitate differentiation, teachers will employ various instructional modes. This will include the option to pull students into teacher-directed small groups for reteaching specific parts of the lesson, as indicated by formative assessments. Groupings can be either homogenous, with all students in the group needing reinforcement in a particular concept, or heterogeneous, with students learning from one another, allowing for stronger students to take the lead while all students will have a role within the group.</p> <p>To ensure effective implementation of differentiated instruction, a structured approach will be followed for creating tiered lesson plans. Clear goals for each lesson will be articulated, specifying what is expected of students in terms of knowledge, understanding, and skills by the end of the lesson. The number of tiers and which parts of the lesson to tier will be carefully determined based on student diversity and instructional objectives.</p> <p>Tiered lessons will be designed to meet the articulated goals while appropriately challenging each student group. They will be reviewed</p>		<p>Lauren Stepp</p>	<p>06/05/2025</p>

and evaluated to ensure they benefit all students and consider their individual needs. Anticipating potential issues in implementing the various tiers, plans will be developed for instructing each group. Importantly, strategies will be outlined to smoothly transition students back to whole-class instruction after the tiered lesson.

Understanding that students may have evolving needs, the fluid nature of the tiered instruction approach will be embraced. Movement among the three tiers will not be predetermined by specific designations but rather guided by data from universal screeners, diagnostic assessments, progress monitoring, and individual responses to interventions. The goal will be to provide supports as needed, ensuring all students have access to the assistance required for their growth.

The Multi-Tiered System of Supports (MTSS) framework will encourage the questioning of the quality of support received by students who may fall behind academically.

Ultimately, the tiered instruction approach will place students at the center of teaching efforts. School staff will demonstrate a commitment will be to ensure that all students receive effective, differentiated, and responsive instruction tailored to their unique learning needs.

Actions		21 of 22 (95%)		
6/27/17	Create a system for documenting the progress of students that were referred to the team for evidence based strategies.	Complete 09/01/2017	Heather Schwickrath	08/25/2017
<i>Notes:</i>				
6/27/17	Schedule a monthly meeting for staff to discuss evidence based strategies.	Complete 03/07/2018	Katherine McMichael	06/08/2018
<i>Notes:</i>				
9/23/20	Title I budget will reflect opportunities for instructional staff to participate in self-selected professional development opportunities.	Complete 10/30/2020	Ashley Barr	10/30/2020
<i>Notes:</i>				
9/23/20	All instructional staff will utilize RES and RCSS planning resources to plan rigorous and relevant core instruction.	Complete 10/30/2020	Jennifer Choken	10/30/2020
<i>Notes:</i>				
9/23/20	Instructional staff will be trained in Ellevation database for monitoring ELL student progress.	Complete 11/04/2020	Jennifer Choken	11/10/2020
<i>Notes:</i>				

10/27/20	Classroom teachers will be trained in best practices utilizing the iReady program.	Complete 11/18/2020	Ashley Barr	11/30/2020
<i>Notes:</i> iReady staff will provide a 90 minute training in best practices with iReady.				
9/23/20	PLTs will meet monthly for a focused "child talk" to review data and compare individual student to group growth.	Complete 12/18/2020	Jennifer Choken	12/20/2020
<i>Notes:</i>				
9/23/20	An intervention matrix will be created for reading, math, and behavior to assist the PST in designing high quality interventions.	Complete 12/18/2020	Katherine McMichael	01/31/2021
<i>Notes:</i>				
9/23/20	A problem solving team will meet a minimum of monthly (more often based on need) to problem solve students who are not responding to intervention within core instruction.	Complete 06/01/2021	Katherine McMichael	06/01/2021
<i>Notes:</i>				
9/12/21	An interventionist position will be established and will function as the PST Chair and MTSS coach.	Complete 07/29/2021	Ashley Barr	08/01/2021
<i>Notes:</i>				
9/12/21	A master schedule will be established that provides a protected and staggered block of time for ELA instruction and Math instruction in order to facilitate pull-outs so that all students receive additional targeted instruction in their areas of need.	Complete 08/23/2021	Katherine McMichael	09/01/2021
<i>Notes:</i>				
9/12/21	An intervention block-Tiger Time-will be implemented each day to insure an appropriate time for all students to receive "just in time" intervention, remediation, maintenance, and enhancement.	Complete 08/23/2021	Katherine McMichael	09/01/2021
<i>Notes:</i>				
9/12/21	An interventionist will function as a liaison between EC staff and Regular Education staff to ensure that interventions are communicated and implemented with fidelity.	Complete 09/03/2021	Katherine McMichael	10/01/2021
<i>Notes:</i>				
9/12/21	The interventionist will meet with grade levels and individual teachers as needed to plan and implement interventions for at-risk students.	Complete 06/04/2022	Katherine McMichael	06/04/2022
<i>Notes:</i>				
9/15/22	Title I funds will be utilized to purchase the iReady online platform and the iReady toolbox to provide targeted, standards based assessment and instruction.	Complete 10/31/2022	Ashley Barr	10/31/2022

		<i>Notes:</i>			
	9/15/22	Title I funds will be utilized to purchase protected decodable readers to be used specifically for remediation and intervention.	Complete 10/31/2022	Ashley Barr	10/31/2022
		<i>Notes:</i>			
	9/23/20	Title I funds will be utilized to provide substitutes so that collaborative teams are able to participate in a data dive to review school based and district based assessments and create an action plan for future instructional plans.	Complete 06/01/2023	Jennifer Choken	06/01/2023
		<i>Notes:</i>			
	10/3/22	All instructional staff will actively participate in LETRS Science of Reading training by VoyagerSopris.	Complete 06/09/2023	Tracey Adams	06/09/2023
		<i>Notes:</i>			
	10/3/22	All instructional staff participating in LETRS training will select a student and complete a case study on that student to provide additional, intensive support.	Complete 06/09/2023	Ashley Barr	06/09/2023
		<i>Notes:</i>			
	9/14/22	PLCs will meet twice per month for a "Child Talk" to discuss specific student needs and identify intervention needs and practices.	Complete 06/09/2023	Jennifer Choken	06/09/2023
		<i>Notes:</i>			
	9/14/22	Classroom teachers will maintain a "Child Talk" binder for the purpose of tracking student intervention data.	Complete 06/09/2023	Jennifer Choken	06/09/2023
		<i>Notes:</i>			
	9/25/23	Within the 2023-2024 school year, our ATSI school will implement the following evidenced-based interventions: 2 column planning for EC Inclusion Planning and training in SRA and Really Great Reading for EC resource teachers to increase overall performance of the Students with Disabilities Subgroup.		Alicia Reaume	12/19/2023
		<i>Notes:</i>			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of 2017, students are exposed to a variety of situations in which they are taught how to respond to social and behavioral cues. Educational opportunities are provided through CARE, Puberty Education classes, Olweus program, class guidance and small group guidance. Panorama was piloted recently as an SEL program and baseline data was	Limited Development 05/22/2017		

	obtained. Emotional ABCs is being utilized for students during EC services for social/emotional support and is available for all staff.			
How it will look when fully met:	Teachers will be trained and will indicate confidence in supporting student mental and social well-being through explicit teaching, as well as one on one support as measured by teacher surveys. Teachers will regularly model how to deal with a variety of emotions as reflected in their lesson plans. The school culture as a whole will reflect an environment focused on teaching and supporting socially appropriate behaviors and mental well-being in students. Tiered support will be provided in the area of Social Emotional Learning and student needs in higher tiers will be problem solved by the MTSS Problem Solving Team. A core program will be implemented in all classroom settings to provide a common language and support for students.		Jennifer Samulski	06/09/2024
Actions		10 of 11 (91%)		
2/11/20	All 2nd grade students will participate in the CARE program.	Complete 12/12/2019	Ashley Rodden	01/01/2020
	Notes:			
9/19/17	Schedule allows guidance at least once every 12 days.	Complete 02/18/2020	Ashley Barr	02/18/2020
	Notes:			
2/11/20	Olweus coach will attend yearly training on Olweus curriculum.	Complete 02/19/2020	Jennifer Samulski	10/30/2020
	Notes:			
9/23/20	All staff will be provided with a comprehensive list of SEL resources.	Complete 12/18/2020	Jennifer Samulski	12/20/2020
	Notes:			
9/23/20	All certified staff will complete SEL module training provided by the district SEL team.	Complete 05/03/2021	Jennifer Choken	06/01/2021
	Notes:			
9/12/21	Professional development and resources on classroom meetings will be provided to all teachers.	Complete 06/04/2022	Jennifer Choken	06/04/2022
	Notes:			
10/14/21	Implement Panorama SEL survey as a SEL Universal Screener.	Complete 06/04/2022	Katherine McMichael	06/04/2022
	Notes:			
10/3/22	Counselor and Interventionist will be trained in Zones of Regulation as a core social emotional curriculum.	Complete 10/31/2022	Jennifer Samulski	10/31/2022
	Notes:			

10/3/22	Professional Development will be provided for all staff on the use of Zones of Regulation in the classroom.	Complete 06/09/2023	Katherine McMichael	06/09/2023	
<i>Notes:</i>					
9/25/23	Staff will be provided with Zones of Regulation visuals to create a common language throughout the school and assist students in naming their feelings.	Complete 09/25/2023	Jennifer Samulski	10/24/2023	
<i>Notes:</i>					
10/3/22	All instructional settings will begin utilizing the Zones of Regulation Training as a core SEL support.		Jennifer Samulski	06/09/2024	
<i>Notes:</i>					
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
<i>Initial Assessment:</i>	2021: Grade levels are primarily working in isolation. They informally share curriculum information and needs between grade levels. A transition night is held each Spring to provide students and families with opportunities to learn about the upcoming grade level. Middle school staff meet with rising 5th grade students each Spring to answer questions and provide information regarding the student's move to Randleman Middle School.		Limited Development 09/19/2017		
<i>How it will look when fully met:</i>	<p>At full implementation, we will access data on incoming children's early learning experiences through the NCELI system allowing staff to better understand prior educational backgrounds.</p> <p>Our collaborative teams will work to align standards, curriculum, and instruction across different grade levels. This alignment, will include both vertical and horizontal integration and ensure that our students experience continuity and consistency as they move from one grade to another.</p> <p>An effective transition program for elementary to middle school that fosters communication and responsiveness to stakeholder needs will be in place, with meetings happening each Spring. Our transition programs will provide comprehensive support to help students adjust to changes in procedures and expectations, as well as social support. We will involve students, parents, and teachers in various activities, including school tours, shadowing experiences, and orientations, to ease this transition.</p> <p>Additionally, we will host a Spring Transition Parent Night, providing parents with valuable insights and information to support their child's transition from grade to grade. This dedicated event will offer parents</p>			Katie McMichael	06/06/2024

an opportunity to engage with educators, ask questions, and gain a deeper understanding of the transition process. Throughout this process, we will continuously evaluate the effectiveness of our transition programs and use data to make improvements with a commitment to fostering communication, responding to stakeholder needs, developing a sense of community, and evaluating and adapting our programs as needed will remain steadfast.

Actions		8 of 9 (89%)		
9/19/17	Develop a system for assuring student academic progress is passed on to the next grade level.	Complete 06/08/2017	Katherine McMichael	05/31/2018
<i>Notes:</i>				
9/23/20	Grade levels will review the bridge document from the previous year to determine "just in time" interventions for their students in relation to the spring 2020 school closure.	Complete 10/30/2020	Grade Level Chairs	10/30/2020
<i>Notes:</i>				
9/23/20	A parent engagement event (possibly virtual) will be held with a focus on transitions from grade to grade and level to level.	Complete 05/28/2021	Jennifer Choken	05/30/2021
<i>Notes:</i>				
9/23/20	Transition meetings will be held through the EC department for RES 4th graders identified as exceptional who are moving to the 5th grade academy at RMS.	Complete 06/01/2021	Alicia Reaume	06/10/2021
<i>Notes:</i>				
9/23/20	Tier plans for all 4th grade students will be shared with the MTSS coach at RMS so those student plans will be reviewed and utilized.	Complete 06/01/2021	Katherine McMichael	06/10/2021
<i>Notes:</i>				
9/23/20	Transition meetings for 504 students will be held prior to the end of the school year to insure a smooth transition from 4th grade to 5th grade.	Complete 06/01/2021	Jennifer Samulski	06/10/2021
<i>Notes:</i>				
9/23/20	ESL teachers will share accommodation and service plans for ESL students with the ESL teacher who serves the 5th grade academy.	Complete 06/01/2021	Stephanie Ward	06/10/2021
<i>Notes:</i>				
9/12/21	A "Moving on Up" Day will be hosted during the school day to provide students with an opportunity to visit the next grade level.	Complete 06/01/2023	Ashley Barr	06/01/2023

Notes:

9/12/21

Vertical Alignment planning sessions will be held between grade levels via the SIT in order to review standards and instruction and insure seamless transitions between each section. A specific focus will be placed on the identification of priority standards in 4th grade and working backwards through each grade level.

Ashley Barr

01/16/2024

Notes:

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
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Initial Assessment:

Currently, we have established a School Improvement Team with representation from all areas of the school and following School Improvement Planning legislation and guidelines, as well as a PST team to review student needs at the Tier 2 and Tier 3 levels. PLCs are established on each grade level. The School Improvement Team meets twice monthly, PST meets a minimum of one time per month, and grade level PLCs meets twice a week. A schedule has been created that allows for overlap between and among members of each of these teams to insure continuity, efficiency, and effective communication.

Limited Development
09/23/2020

How it will look when fully met:

An established Leadership Team with representation from all areas of the school and following School Improvement Planning legislation and guidelines, as well as a PST team to review student needs at the Tier 2 and Tier 3 levels will meet a minimum of monthly each. PLCs will be established and self-governed on each grade level to review and unpack curriculum, as well as to monitor students on group goals. Scheduling and committee assignments will create overlap between and among members of each of these teams to insure continuity, efficiency, and effective communication. Each team will maintain high functionality and will self-govern with shared leadership so that the culture of the school is such that these teams are necessary, integral pieces of the function of the school. A plan will be in place and carried out for effectively communicating progress towards indicators to the whole staff in staff meetings.

Ashley Barr

06/03/2024

Actions		4 of 5 (80%)		
9/23/20	A master schedule will be developed that meets the needs of each represented group and maximizes instructional time and collaboration time.	Complete 09/01/2020	Ashley Barr	09/01/2020
Notes:				
9/23/20	SIT will utilize an overarching goal and guiding objectives to focus the work of the team.	Complete 09/30/2020	Ashley Barr	09/30/2020
Notes: Randleman Elementary School will actively create and foster a culture of excellence by creating and sustaining curriculum and instructional practices that lead to high quality learning for all students: -provide standards aligned curriculum and instruction -provide professional development opportunities to increase educator capacity -foster a cycle of continuous instructional improvement through the use of data, collaboration, and instructional support. -foster student social and emotional wellness				
9/23/20	Committees will be created and aligned with the Leadership Team. All committees will be created with a focus on school improvement and will be led by a school improvement team member.	Complete 10/15/2020	Ashley Barr	10/30/2020
Notes:				
9/23/20	Leadership Team Self-Assessment will be completed by all members of the leadership team and progress towards indicator will be assessed.	Complete 12/18/2020	Ashley Barr	12/20/2020
Notes:				
9/23/20	SIT sub-teams will take time at each staff meeting to discuss progress towards each indicator that has been selected and roles that the whole staff can play in bringing them to full implementation.		Ashley Barr	06/01/2024
Notes:				

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:		2021: A spreadsheet is established with information regarding duty schedules, master schedules, organizational charts, and committees and teams. Human resources are divided up in a way that is as fair and equitable possible for staff and allows for ownership and buy in from each team member. A large number of beginning teachers (13 total)	Limited Development 05/22/2017		

	means that our more seasoned staff will sometimes need to balance a larger load and support our newer staff members.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	A spreadsheet will be established with information regarding duty schedules, master schedules, organizational charts, and committees and teams. Human resources will be divided up in a way that is as fair and equitable possible for staff and allows for ownership and buy in from each team member. All staff will participate in decision making and the function of the school in order to create a truly collaborative and invested school environment.	Objective Met 05/18/23	Ashley Barr	06/05/2020
Actions				
10/4/17	Master schedule is developed that includes daily planning for all licensed staff.	Complete 08/01/2017	Ashley Barr	08/18/2017
	<i>Notes:</i>			
10/4/17	A duty roster will be created that distributes duties among all staff.	Complete 08/01/2017	Ashley Barr	08/18/2017
	<i>Notes:</i>			
4/11/18	The lead mentor will conduct monthly BT/mentor meetings.	Complete 06/05/2020	Cheri Cole	06/05/2020
	<i>Notes:</i>			
4/11/18	All PLT groups will follow a group of norms to ensure effective use of time.	Complete 06/05/2020	Jennifer Choken	06/05/2020
	<i>Notes:</i>			
Implementation:		05/18/2023		
Evidence	9/19/2017 9/19/2017-master calendar provides dates that each is scheduled. 9/10/2021-The RES Informational spreadsheet shared with all staff maintains information regarding duty schedules, organizational charts, teams and committees, and a staggered master schedule.			
Experience	9/19/2017 9/19/2017-the dates were scheduled along with staff members and other community members. 9/10/2021-Distributed duties and roles remain embedded in the culture of the school.			

Sustainability	9/19/2017 9/19/2017-We will need to replicate this process year after year. 9/10/2021-Roles and schedules will remain a focus each year			
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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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
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Initial Assessment:	Walkthroughs and observations are conducted regularly in the classroom. Observation schedules, provided by HR, are observed with fidelity to the greatest extent possible and feedback is provided in a timely manner. The principal maintains a minimum of two hours inside classrooms or working in PLTs each day. A walkthrough tool will be created by the school improvement team in order to prioritize key areas for improvement and to provide teachers will sound instructional feedback.	Limited Development 05/22/2017		
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How it will look when fully met:	The principal will conduct walk-through visits (formal/informal) in all classrooms at least once a week and provide feedback to teachers. The principal will conduct observations and feedback with fidelity as directed in the evaluation instrument handbook. A walkthrough tool will be created by the school improvement team in order to prioritize key areas for improvement and to provide teachers will sound instructional feedback. The principal will utilize this tool to provide individual data to teachers on a regular basis, as well as to provide disaggregated data to instructional teams, the School Improvement Team, and the staff as a whole for the purposes of communication and problem solving curriculum and instruction.		Ashley Barr	06/04/2024
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Actions		3 of 9 (33%)		
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10/4/17	The principal will create an observation calendar that includes pre-observation conferences when required.	Complete 08/01/2017	Ashley Barr	08/01/2017
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Notes:

4/11/18	The principal/assistant principal will follow timelines for evaluations according to Randolph County School System evaluation process.	Complete 05/31/2019	Ashley Barr	06/01/2019
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Notes:

10/4/17	The principal in conjunction with the assistant principal and district instructional round team will compile data on instructional practices, share the data with the staff and provide strategies to address or	Complete 06/12/2020	Ashley Barr	06/12/2020
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	expand the data findings at least two times during the 2019-20 school year.			
<i>Notes:</i>				
9/12/21	The SIT will develop a walkthrough tool based on key instructional priorities for the year.		Ashley Barr	10/24/2023
<i>Notes:</i>				
9/12/21	Data gleaned from the walkthrough tool will be shared with individuals.		Ashley Barr	06/04/2024
<i>Notes:</i>				
9/12/21	Data gleaned from the walkthrough tool will be shared with the SIT.		Ashley Barr	06/04/2024
<i>Notes:</i>				
9/12/21	Data from the walkthrough tool will be shared at staff meetings.		Ashley Barr	06/04/2024
<i>Notes:</i>				
10/3/22	Instructional Rounds will be facilitated by the district with timely feedback provided by administration.		Ashley Barr	06/09/2024
<i>Notes:</i>				
10/3/22	ELA and Math walkthroughs will be conducted by the district and timely feedback will be provided.		Ashley Barr	06/09/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Randleman Elementary School staff meets in grade level/specialty area to understand data at the student level. Classroom observation feedback is shared with individual staff members. Professional development sessions are planned based on staff input, schoolwide and grade level data, and Teacher Working Conditions Surveys. The School Improvement Team reviews data monthly and collaborative teams review data twice a month in "Child Talk" sessions. Additionally, collaborative teams, led by the Instructional Lead Teacher, review CFA and benchmark data quarterly and create meaningful action steps based on this data.	Limited Development 05/22/2017		

How it will look when fully met:	At full implementation, teachers, leadership teams, and instructional teams will be familiar with a variety of available data and understand how to hold conversations and create action steps based on that data. Data and surveys will be utilized to plan meaningful professional development opportunities that incorporate both school and individual needs and interests. Staff will identify strengths and areas for improvement for all students based on common assessments and will share on a weekly basis. Staff will discuss school level data monthly. The school improvement team will utilize district 5-4-3-2-1 forms to prioritize staff and student needs and create plans for continuing to move forward.		Katie McMichael	06/04/2024
Actions		5 of 7 (71%)		
10/4/17	School level data shared with the School Improvement Team (SIT) to identify areas of strengths and opportunities for improvement. The SIT team will complete the 5-4-3-2-1 document in the fall to narrow a school wide focus for improvement.	Complete 11/07/2017	Ashley Barr	11/11/2017
<i>Notes:</i>				
10/4/17	Utilize data from data sources to identify areas of professional development needs.	Complete 11/07/2017	Ashley Barr	11/22/2017
<i>Notes:</i> Professional Development plan for all staff needs to be developed.				
11/7/17	School level data shared with the School Improvement Team (SIT) to identify areas of strengths and opportunities for improvement. The SIT team will complete the 5-4-3-2-1 document in the spring to narrow a school wide focus for improvement.	Complete 03/08/2018	Ashley Barr	04/06/2018
<i>Notes:</i>				
9/23/20	2020-2021 Curriculum and Instruction Focus Document will be reviewed with staff.	Complete 09/01/2020	Ashley Barr	09/01/2020
<i>Notes:</i>				
9/12/21	The yearlong professional development plan, along with its goals and objectives will be shared with all staff at the opening meeting of the year.	Complete 08/16/2021	Jennifer Choken	08/30/2021
<i>Notes:</i>				
10/3/22	Data days will be held quarterly for PLCs in a day long Collaborative Team Time and the SIT to review, analyze, and develop next steps. The focus during this time will be check-in data, mCLASS data, HMH data, and iReady data in relation to our School Improvement Plan Goals. During this time, teachers review disaggregated data and plan next steps for instruction based on core needs.		Katie McMichael	06/09/2024

Notes:

6/27/17 Staff meetings minutes will be collected that reflect data discussions related to school level performance.

Katie McMichael

06/30/2024

Notes:

Core Function: Dimension C - Professional Capacity

Effective Practice: Talent recruitment and retention

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		Social Media and TalentEd are both utilized to advertise vacant positions. When possible, the district implements bonus plans to assist with recruitment and retention. To the greatest extent possible, applicants are screened and the most qualified are interviewed for available positions. Mentors are assigned to beginning teachers in order to maximize their likelihood for success. Focused, supportive mentor/mentee meetings are held monthly at the school level. Pride pins and Staff Shout-Outs are utilized to recognize staff members who go above and beyond. Staff members are intentionally and deliberately placed in roles where they can be successful while also being held to high standards.	Limited Development 10/03/2022		
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<i>How it will look when fully met:</i>		Social Media and TalentEd will be utilized to advertise vacant positions. When possible, the district implements bonus plans to assist with recruitment and retention. Applicants will be screened and the most qualified will be interviewed for available positions. Mentors will be assigned to beginning teachers in order to maximize their likelihood for success. Focused, supportive mentor/mentee meetings will be held monthly at the school level. Pride pins and Staff Shout-Outs will be utilized to recognize staff members who go above and beyond. Staff members will be intentionally and deliberately placed in roles where they can be successful while also being held to high standards. An active PTO will be in place to support teacher morale, in addition to partnerships between the school and community organizations.		Ashley Barr	06/06/2024
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Actions			3 of 4 (75%)		
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10/3/22 Administration will hold a meeting with prospective PTO leadership in order to re-instate this partnership.

Complete 11/10/2022

Ashley Barr

12/01/2022

<i>Notes:</i>				
10/3/22	Thank you notes will be written and delivered to community partners when gifts and supplies are provided.	Complete 06/09/2023	Jennifer Samulski	06/09/2023
<i>Notes:</i>				
9/25/23	The 3rd and 4th grade grading policy will be finalized and communicated with parents at the first interim report.	Complete 09/28/2023	Amber Dorman	10/24/2023
<i>Notes:</i>				
5/18/23	A survey will be distributed to families to determine parent involvement interest.		Caroline Nobles	09/30/2024
<i>Notes:</i>				

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
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
<i>Initial Assessment:</i>		Currently, decisions regarding budgeting and resource allocation are made based on needs assessments and data through the School Improvement Team. Title I purchases are aligned to action steps in the School Improvement Plan and are evaluated yearly for impact on instruction.	Limited Development 09/25/2023		
<i>How it will look when fully met:</i>		When fully implemented, a clear strategic direction, defining policies, structures, and expectations aligned with ambitious improvement goals will be in place. Financial resources, time, and personnel will be dedicated to addressing the highest areas of need throughout the school community based on a comprehensive needs assessment and data protocol. Improvement goals will be meticulously defined and paired with strategies and resources. Personnel and instructional resources will be utilized strategically to support improvement goals. Teacher and staff strengths will be aligned with improvement work and the school's objectives. Resources will be allocated for professional learning and student support in line with the school's vision and goals. Professional Development will be thoughtfully selected, aligning with school and staff strengths and needs. Additional time will be created for collaboration and planning to enhance instruction when needed.		Ashley Barr	06/03/2025

Actions		1 of 3 (33%)			
10/5/23	Within the 2023-2024 school year, Title I funds will be allocated for a full-time interventionist who will work to support 4th grade students within the MTSS tiers of support.	Complete 08/31/2023	Lauren Stepp	08/31/2023	
<i>Notes:</i>					
10/5/23	The school improvement team will meet each May to identify instructional priorities and allocate resources towards those priorities for the upcoming year.		Ashley Barr	06/01/2024	
<i>Notes:</i>					
10/5/23	Within the 2023-2024 school year, our school identified the following resource inequity: insufficient planning time for EC Resource teachers , as a result, our school plans to mitigate this inequity by allocating funds to pay for substitute teachers in order to provide directed and supported planning and collaboration for EC teachers.		Ashley Barr	06/01/2024	
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>The faculty and staff of Randleman Elementary is currently using some aspects of Class Dojo but not using it to capacity. Grade level newsletters are a recent requirement from the administration. Each grade level is composing a monthly update for the stakeholders that will contain important upcoming dates, topics of study and pertinent information. Messenger is currently being used to provide updates weekly and on an as needed basis. The recent edition of the street side Randleman Elementary marquee, is utilized to provide parents with school and PTO information.</p> <p>Conferences, meetings, and Open Houses are provided by the staff for the stakeholders and students to build and strengthen the relationship between school and home in order to support the 21st century learners.</p>		Limited Development 09/18/2019		

<p>How it will look when fully met:</p>	<p>Goal is considered accomplished when there is at least 80% of our families participating in Class Dojo and less than 10% are not receiving messages through Messenger. Another evidence of completion will be in having at least 80% of our families coming to school for parent conferences and/or having phone conferences with their child's teacher/s. Additional evidence will be observed in PTO participation in activities such as fundraisers, dances, and other PTO sponsored activities.</p>		<p>Ashley Barr</p>	<p>06/03/2024</p>
<p>Actions</p>		<p>11 of 13 (85%)</p>		
<p>9/23/20</p>	<p>A virtual parent engagement session focused on reading and including Read to Achieve legislation will be presented.</p>	<p>Complete 10/22/2020</p>	<p>Jennifer Choken</p>	<p>10/20/2020</p>
<p><i>Notes:</i></p>				
<p>9/23/20</p>	<p>Weekly phone calls will be made by administration with updates for the upcoming week.</p>	<p>Complete 10/23/2020</p>	<p>Ashley Barr</p>	<p>10/30/2020</p>
<p><i>Notes:</i></p>				
<p>9/23/20</p>	<p>A virtual parent engagement session will be offered focusing on strategies for supporting children in Math.</p>	<p>Complete 01/31/2021</p>	<p>Jennifer Choken</p>	<p>01/31/2021</p>
<p><i>Notes:</i></p>				
<p>9/23/20</p>	<p>A virtual parent engagement session will be offered focusing on strategies for supporting children in Science.</p>	<p>Complete 03/31/2021</p>	<p>Jennifer Choken</p>	<p>03/31/2021</p>
<p><i>Notes:</i></p>				
<p>9/18/19</p>	<p>Classroom teachers will utilize Class Dojo to communicate with parents regularly, minimum of weekly.</p>	<p>Complete 05/28/2021</p>	<p>Suzanne Price</p>	<p>05/28/2021</p>
<p><i>Notes:</i></p>				
<p>9/18/19</p>	<p>Parents receive information from the district with information in regards to test scores, major events or weather related events. Staff from RES ensures that this information is given to families on the correct date.</p>	<p>Complete 05/28/2021</p>	<p>Jennifer Choken</p>	<p>05/28/2021</p>

<i>Notes:</i>						
9/18/19	Teachers make weekly contacts with parents of remote students.		Complete 05/28/2021	Classroom Teachers	05/29/2021	
<i>Notes:</i>						
9/23/20	A virtual parent engagement session will be offered focusing on strategies for supporting children as they transition from grade to grade and level to level.		Complete 05/28/2021	Jennifer Choken	05/30/2021	
<i>Notes:</i>						
10/3/22	A parent engagement committee will be created to plan high quality engagement opportunities for families.		Complete 06/09/2023	Jennifer Choken	06/09/2023	
<i>Notes:</i>						
10/3/22	Weekly phone calls will be made via School Messenger to communicate important events for families each week.		Complete 06/09/2023	Ashley Barr	06/09/2023	
<i>Notes:</i>						
10/3/22	Social Media will be utilized for communication with families and community members.		Complete 06/09/2023	Nicole Clausi	06/09/2023	
<i>Notes:</i>						
9/23/20	Monthly school newsletter will be sent out prior to the beginning of each month.			Ashley Barr	06/01/2024	
<i>Notes:</i>						
10/3/22	Title I Parent Engagement funds will be utilized to provide four parent engagement nights throughout the year, each focused on a subject area.			Ashley Barr	06/09/2024	
<i>Notes:</i>						
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All grade level/specialty area provides instructional/curriculum information to parents through newsletters, flyers, phone calls, interim reports, report cards, conferences, school app., class dojo, parent resource center and monthly newsletters. Four parent engagement events, as well as an open house event and transition activities are held for families.		Limited Development 05/22/2017		
<i>How it will look when fully met:</i>		All grade levels will provide newsletters with tips and strategies in academic content areas. All grade levels will conduct workshops for			Ashley Barr	06/05/2024

parents in academic content areas and/or understanding standards during 4 scheduled parent nights.
 To fully meet this objective, parents will be truly viewed as partners by the school. Opportunities will be provided for parents to volunteer more regularly in a variety of ways. Teachers will recognize that verbal communication with parents is most effective in the majority of cases and will utilize phone calls and face to face conferences to communicate with parents and facilitate dialogue between home and school, in addition to written forms of communication. A minimum of 4 Parent nights will be conducted by the school, including one that provides parents information about the curriculum and ways to support their students at home. Transition days/nights will be offered for rising Kindergartners and students transitioning from 2nd to 3rd grade.

Actions		5 of 7 (71%)		
6/27/17	Parent nights will be scheduled throughout the year that provide parents the opportunity for workshops taught by grade level teachers related to academic content and understanding.	Complete 04/06/2018	Jennifer Choken	06/08/2018
<i>Notes:</i>				
1/29/19	Class Dojo will be used to communicate updates with parents on a weekly basis.	Complete 01/29/2020	Ashley Barr	01/29/2020
<i>Notes:</i>				
4/11/18	Randleman Elementary staff will update the marquee at least once per month.	Complete 06/05/2020	Ashley Barr	06/05/2020
<i>Notes:</i>				
9/12/21	A schoolwide parent newsletter will be sent out to bridge information between home and school.	Complete 06/01/2023	Ashley Barr	06/01/2022
<i>Notes:</i>				
9/12/21	Community phone calls will be placed each Sunday to update families on upcoming events.	Complete 06/04/2022	Ashley Barr	06/04/2022
<i>Notes:</i>				
9/26/23	A grading policy will be developed and communicated with 3rd and 4th grade parents.		Amber Dorman	10/24/2023
<i>Notes:</i>				
6/27/17	Each grade level will send home newsletters monthly. The newsletter must contain strategies to assist parents at home with academic content material.		Ashley Barr	06/05/2024
<i>Notes:</i>				



School: Randleman Elementary School

School Year: 2023-2024

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
SIT Chair	Katie McMichael		
Kindergarten Teacher	Julita Butts		
1st Grade Teacher	Paige Clark		
2nd Grade Teacher	Ashley Rodden		
3rd Grade Teacher	Amber Dorman		
4th Grade Teacher	Tinah Price		
EC Teacher	Alicia Reaume		
AIG Teacher	Cheri Cole		
Specials Teacher	Drew Runnfeldt		
Media/Technology	Ashley Shackelford		
Office	Tracey Adams		
Custodial	Mike Bowman		
Teacher Assistant	Lisa Lineberry		
Reading Specialist	Julie Perdue		

ESL Teacher	Caroline Nobles		
PST/Process Manager	Lauren Stepp		
Student Services	Jennifer Samulski		
Parent	Melanie Morrison		
CTT	Polly Byrd		
Assistant Principal	Shawn Shoptaw		
Principal	Ashley Barr		



NCStar/SIP Mandatory Components

School Name: Randleman Elementary School

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.

Duty free lunch will be provided for all teachers monthly by PTO.

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.

Instructional staff have planning time every day for 45 minutes during the day, prior to the start of instructional day (7:30-8:00) and after dismissal (2:45-3:15) for a total of 8 hours and 45 minutes.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

In the Spring of each school year, the teachers of fourth grade students complete a student summary page for all students, that includes specific information such as their academic, social and emotional profile. In addition, the transition from fourth to fifth grade is eased with a visit from middle school staff to Randleman Elementary School, allowing them to share important information and answer questions for students. In late May, the middle school principal comes to RES and meets with all fourth grade students to discuss what middle school will be like and what the expectations for the students will be. If we have any identified "at-risk" students, the middle school principal will meet with those individuals. For all students that are identified as EC, the

middle school EC teacher attends the student's transitional IEP meeting and amends the IEP to reflect the student's needs. Prior to the Title I Transition Parent Engagement Night, parents of fourth grade students are provided a Google Doc to send questions so RES staff can collaborate with RMS staff to insure those questions are answered. During the Title I Transition parent night, parents and students are provided with opportunities to interact with curriculum and expectations for the upcoming year.