Randolph Early College High School

School Improvement Plan

2022-2023

Comprehensive Progress Report

Mission:

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

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

Vision:

Goals:

RECHS teachers will implement tiered interventions while monitoring student social-emotional well-being to increase the average cohort graduation rate to 99% by May of 2023. (A4.10, A1.08)

By May 2023, EOC overall proficiency will increase by 2% as measured by the End of Course State Assessments.

By May 2023, the number of withdrawal/failure for college courses will decrease by 20% as measured by the Randolph Community College final course grades.

! = Past Due Objectives	KEY = Key Indicator

Core Function:	**Dimension A - Instructional Excellence and Alignment**
Effective Practice:	**High expectations for all staff and students**

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, all teachers post and teach their classroom rules. Students are introduced to these rules from the beginning of the semester and held to these expectations throughout their time in the classroom. Teachers have strong relationships with students and each teacher's classroom management repertoire is primarily based upon their student-teacher rapport. Teachers and staff spend time teaching appropriate behavior to students when situations arise, using each moment has a learning opportunity.	Limited Development 09/08/2021		
How it will look when fully met:		Teachers and staff incorporate social emotional learning opportunities to address student behavior. Staff utilize seminar classes to address skills that can be taught such has appropriate written communication via emails and student-adult interactions. The school fosters a community of respect among students and staff as students are taught how to manage conflict and their emotions. Students are also encouraged to self-advocate regarding issues with peers and adults, while solving problems in a mature fashion. Discipline data and seminar lesson plans are used to determine full implementation.		**Angela Mroczkowski**	**05/19/2025**
Actions			**1 of 3 (33%)**		
	9/8/21	Students will learn how to effectively compose an email to handle problematic issues with adults.	Complete 05/20/2022	Angela Mroczkowski	05/20/2022
	Notes:				
	10/13/22	All teachers post their classroom rules in their classrooms and discuss consequences with students.		Angela Mroczkowski	05/20/2023
	Notes:				
	10/13/22	Teachers will utilize social-emotional learning exercise during class to promote strong classroom management and positive relationships.		Breanne Blackmon	05/20/2025
	Notes:				
	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:		In 2019-2020, RECHS teachers received professional development concerning Dweck's Growth Mindset. Teachers are strong at providing praise and reassurance to their students. There is a desire to learn	Limited Development 10/14/2022		

		from most students. Teachers provide feedback to students to encourage improvement. Teachers provide assistance during academic lab time and work with students to ensure content mastery.			
How it will look when fully met:		Students learn self-regulation strategies to ensure successful completion of assignments for high school and college courses. Students learn how to create goals and strategies and self-monitor to ensure the completion of created goals. Teachers focus on teaching students problem-solving strategies. Teachers also provide behavior-specific praise which motivates students by providing specific feedback. Goal-tracking strategies are implemented to provide visual feedback and data to help students accomplish their goals.		**Shannon Darcy**	**05/19/2023**
Actions			0 of 4 (0%)		
	10/14/22	PowerHour+ will begin to focus on assisting students with their college coursework.		Shannon Darcy	05/20/2023
	Notes:				
	10/14/22	9th and 10th grade students will track their progress in their college courses. Teachers will also track progress using a team-wide spreadsheet.		Kim Davis	05/20/2023
	Notes:				
	10/14/22	MasteryPrep (11th graders) will be used to help monitor student growth with ACT preparation.		Lauren Wood	05/20/2023
	Notes:				
	11/1/22	Twelve graders will create goals and track goals during seminar, including goals concerning workplace, college or scholarship admissions.		Breanne Blackmon	05/20/2023
	Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
A2.01	**Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The School Improvement Team meets once a month. Professional Learning Communities meet three times a month based upon grade	Limited Development 09/24/2020		

		level teams. Professional Learning Communities meet once a month based upon content areas.			
How it will look when fully met:		School leadership provides teachers with time for team/teacher collaboration during the school day. Each grade level has common planning. Teams are provided time to meet in grade-levels three times a month. Content teams are provided time to meet one time a month. Each meeting is approximately fifty minutes or more, if necessary. Collaborative Team Time promotes teachers to collaborate on common essential standards that students need to master. Teams assess the essential standards and reflect upon instruction to improve student achievement.		**Shea Grosch**	**05/19/2024**
Actions			**1 of 6 (17%)**		
	9/24/20	CTT grade level will meet three times a month.	Complete 05/10/2021	Shea Grosch	05/14/2023
	Notes:				
	9/24/20	CTT content teams will meet once a month.		Shea Grosch	05/14/2023
	Notes:				
	9/24/20	Grade level teams will establish norms. The guiding coalition leads this discussion.		Angela Mroczkowski	05/14/2023
	Notes:				
	11/1/22	Teams select SMART goals.		Angela Mroczkowski	05/20/2023
	Notes:				
	11/1/22	CTT selects inter-disciplinary essential standards which will be the team's focus.		Angela Mroczkowski	05/20/2023
	Notes:				
	11/1/22	Teams will use common formative assessments to assess the students' mastery of the essential standards.		Angela Mroczkowski	05/23/2023
	Notes:				
KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	We currently have nine teachers who teach single content level classes and three teachers that share their common courses in math. Our school uses the district pacing guides and resources shared through the district and school level Professional Learning Communities (PLCs).	Limited Development 09/14/2017		
How it will look when fully met:	Our school consistently reviews and shares pacing information and lessons with the Collaborative Team. 100% of teachers implement writing and literacy strategies into core academic courses and show evidence of authentic writing. Our teachers communicate with other teachers of the same content in the district to share strategies and best practices within their shared content. Teachers take the initiative to do this. Teachers communicate with support staff when time permits them to leave their classroom to "go and see" their peers teach. Administration and support staff provides class coverage in order for teachers to do this. Teachers are able to leave campus to see other teachers in the district teach within their same content area.		**Shea Grosch**	**05/19/2023**
Actions		**1 of 5 (20%)**		
9/20/17	Teachers will share examples of lessons, activities, writing prompts, etc. within their PLCs. Evidence of this will be in shared PLC notes.	Complete 04/29/2019	Monica Williams	05/20/2019
Notes:				
9/20/17	Coverage will be provided for teachers to go and see other teachers within the school.		Scott, Cross, and Kelley	05/19/2023
Notes:	Cross and Kelley will also help with this.			
9/20/22	Learning targets will be posted in classrooms.		Monica Williams	05/19/2023
Notes:				
9/20/22	Evidence of discussions from peer observations will be added to CTT notes.		Monica Williams	05/19/2023
Notes:				
11/1/22	Collaborative Teams will select essential standards that focus on skills across content disciplines that RECHS students need to master.		Shea Grosch	05/23/2023
Notes:				
A2.17	**ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	All teachers have classroom rules posted in their classrooms. Some teachers utilize data tracking. All ninth grade students track their high school and college grades weekly with self- reflection. Ninth grade students monitor their academic lab work using the "Student Academic	Limited Development 09/10/2021		

	Plan." Ninth graders learn proper "conversation starters" which is a strategy to teach students how to hold academic dialogue with their peers. Grade level teams are focusing on professional development entitled, " Gearing Up for Improvement" where teachers provide feedback to their peers about possible student interventions and/or feedback concerning specific assignments.				
How it will look when fully met:	All teachers create classroom social norms with students to encourage a communal mindset. All teachers require students to track their personal data in each class. This encourages student ownership and develops a sense of classroom community. All teachers utilize bi-weekly check-ins, which promotes student/teacher relationships. As the community builds and individual student responsibility increases, the concern for others increases. RECHS also hosts class-wide team building activities to promote cooperation and bonding.			**Angela Mroczkowski**	**05/20/2023**
Actions		**1 of 4 (25%)**			
	9/10/21	All 9th and 10th graders will write an academic plan where they write their daily assignment goals so their academic lab teachers know students' daily tasks.	Complete 05/20/2022	Angela Mroczkowski	05/20/2022
	Notes:				
	9/10/21	The school will provide team-building experiences to increase bonding and common experiences among students.		Shea Grosch	05/20/2024
	Notes:				
	9/10/21	Each class, club and committee will establish social norm contracts at the beginning of the year/semester.		Shea Grosch	05/20/2024
	Notes:				
	9/10/21	All teachers will provide bi-weekly check-ins to students to gauge understanding of the material and to build the student-teacher relationship.		Ericka Bell	05/20/2024
	Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Data analysis and instructional planning

		A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers utilize a variety of online learning platforms to meet students' learning needs, and students utilize a variety of online programs to inform and individualize their learning. Programs such as Everfi, Read Theory, CK-12, Chem 101, Edulastic, Khan Academy, Desmos, Delta Math, Quizlet, ScienceGeek, Quia, EdPuzzle, Study.com, Canvas Learning Modules, etc. are currently utilized. Students use technology to evaluate their real-time progress data to direct their learning and to demonstrate evidence of learning. Students also use PowerSchool to have constant updates concerning their overall grade performance.	Limited Development 09/10/2021		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Personalized learning is primarily learner-driven and also allows students to work towards different academic goals at their own pace as they self-regulate their learning. Students successfully identify their learning and performance strategies, provide feedback to themselves (based on data), and determine the next steps or plans to improve their performance. Flexibility and supports are provided to foster mastery of the highest standards and learning outcomes possible for each student.	**Objective Met 11/01/22**	**Lauren Wood**	**05/19/2022**
Actions						
		9/10/21	Teachers will use a variety of programs and online platforms (examples listed below) to generate actionable and accessible data that students can use to monitor their own progress and to set learning goals. Civics students complete Everfi modules and reflect on their progress biweekly. Science students will complete CK-12 assignments to assess their knowledge of specific science topics. English students will use Read Theory to increase their reading proficiency and increase mastery of ELA Common Core Standards.	Complete 10/13/2022	Lauren Wood	05/20/2022
		Notes:				
		9/10/21	Teachers will also reflect on data with students in order to guide students in adapting their learning strategies when necessary and to encourage students to reflect on strategies that led to positive results.	Complete 10/13/2022	Shannon Darcy	05/20/2022

	Notes:				
	9/10/21	Teachers may choose to take part in professional development to increase their ability to appropriately differentiate instruction and to effectively interpret and use student data.	Complete 10/13/2022	Wendy Kennedy-Gann	05/20/2022
	Notes:				
Implementation:			11/01/2022		
Evidence		10/13/2022 Teachers submitted professional development certificates. Teachers have samples of various online tools they have utilized in a variety of classes.			
Experience		10/13/2022 Teachers utilized various programs in each subject area that generated useful data for both teachers and students. For example, civics students completed Everfi modules and reflected on their progress biweekly. Science students will complete CK-12 assignments to assess their knowledge of specific science topics. English students will use Read Theory to increase their reading proficiency and increase mastery of ELA Common Core Standards. Teachers also attended professional development of their choice throughout the year.			
Sustainability		10/13/2022 Teachers will continue to utilize the online platforms to produce data to analyze student learning.			

		A3.09	**All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently, teachers use formative and summative assessments regularly to inform their instruction. Teachers use technology to analyze and utilize real-time data to differentiate instruction, customize learning, and engage students in deeper learning. PLCs discuss student progress and data to craft individual intervention strategies for students in need.	Limited Development 09/24/2020		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Teachers use data from assessments and online learning platforms to differentiate instruction to meet the needs of all students at RECHS. Differentiation is used as much as possible to personalize instruction based on a student's learning needs and to allow students to learn at their own pace. Teachers strive to meet the learning needs and	**Objective Met 10/14/22**	**Lauren Wood**	**05/16/2022**

	interests of students all trying to reach the same academic goals. Through differentiation and scaffolding, students experience success throughout the learning process while trying to attain these goals. Full implementation results in an increase in students' knowledge and engagement in class which lead to an increase in proficiency and college/career readiness as determined by course grades, EOCs, final exams, Work Keys, ACT and SAT. There is a decrease in the number of students reported on the Raven Ready document as at risk for failure.				
Actions					
9/10/21	Teachers will meet in PLCs weekly to discuss students' performance data and brainstorm strategies to meet the needs of all students.	Complete 10/14/2022	Wendy Kennedy-Gann	05/20/2022	
Notes:					
9/10/21	The MTSS team will meet to discuss student data and formulate intervention strategies for struggling students.	Complete 10/14/2022	Shannon Darcy	05/20/2022	
Notes:					
9/10/21	Teachers will reflect on student data daily and report students at risk on the Raven READY document.	Complete 10/14/2022	Lauren Wood	05/20/2022	
Notes:					
9/10/21	Teachers and school staff will seek professional development opportunities centered on differentiation and effective ways to interpret and use student data.	Complete 10/14/2022	Shannon Darcy	05/20/2022	
Notes:					
9/10/21	Teachers will engage in "Collaborative Learning for Improvement" throughout the school year.	Complete 10/14/2022	Lauren Wood	05/20/2022	
Notes:					
Implementation:		10/14/2022			
Evidence	10/14/2022 MTSS notes, Raven READY spreadsheets				
Experience	10/14/2022 With the creation and utilization of Raven READY, teachers and PLCs focus on interventions needed for low performing students. The MTSS team focuses on students on the Raven READY and seeks strategies to help these students.				
Sustainability	10/14/2022 The MTSS team will need to continue to receive professional development and work with students and teachers to help with deficient student skills. Teachers will continue to use Raven READY and will focus on providing interventions to students.				

	A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Based upon classroom assessment data, teachers are aware of student needs. Low-performing students, making a D or F, are placed on the Raven READY weekly. The Raven READY requires teachers to make observations of the students and attempt various interventions in order to improve student academic performance. Collaborative discussions concerning these students take place during grade level CTT.	Limited Development 09/24/2020		
How it will look when fully met:		In order to provide individualized instruction to students, teachers must know the starting point for each child. The use of data and assessments allows for teachers to know where to begin regarding student learning. The journey for each child is different and unique, thus teachers must know the starting point for each student in their classroom. In order to meet students where they are, and move them forward, student data must be implemented and analyzed. Teachers must be able to measure growth and movement forward to measure the effectiveness of interventions. Teachers need to begin with pre-tests and progress monitor throughout the learning process. Knowing where students are and how they are progressing, leads to teachers be able to proactively modify their methods and resources for students as teachers scaffold the learning process for students.		Shannon Darcy	05/16/2024
Actions			4 of 7 (57%)		
	9/24/20	The MTSS team will establish a firm plan for implementation.	Complete 04/01/2021	Shea Grosch	01/25/2021
	Notes:				
	12/8/20	All freshmen will participate in a reading inventory to identify those who are at-risk in the areas of vocabulary, comprehension, and fluency. The inventory be implemented to in-person students using the Assessing Reading Multiple Measures, while remote students will use Google Meets.	Complete 05/06/2021	Angela Mroczkowski	02/26/2021
	Notes:	The information will be housed in a central location and specific student scores will be located in the MTSS spreadsheet.			
	12/8/20	Instructional tools such as Read Theory will be used to continually monitor reading levels making adaptions to meet their individual needs while improving their Lexile level.	Complete 05/17/2021	Wendy Kennedy-Gann	05/20/2021
	Notes:				

12/8/20	Instructional tools such as CK-12 will be used to continually monitor science comprehension while making adaptions to meet students at their current level of understanding.	Complete 05/17/2021	Lauren Wood	05/20/2021
Notes:				
9/24/20	The MTSS team will utilize the information from the Raven READY to specific select students who need more intense interventions.		Angela Mroczkowski	05/14/2024
Notes:				
9/24/20	The MTSS team will work in collaboration with the teachers of the specific students to discuss potential strategies and interventions designed to improve the student's skills.		Shannon Darcy	05/16/2024
Notes:				
11/3/22	CTT members will utilize common formative assessments to measure mastery of the chosen essential standards.		Ericka Bell	05/21/2024
Notes:				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		**Student support services**			
KEY	A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Currently, teachers provide a strong foundation of instruction across all content and all grade levels. Teachers use assessments, both formative and summative, to gauge student learning. Teachers reteach and reassess when deemed necessary. Additional time needed for individual aid is provided during academic labs. The implementation of Raven READY provides a framework for teachers to reflect on their own practice and student performance, along with providing documentation. The professional development taking place in grade level PLCs will focus on student interventions and brainstorming as a PLC.	Limited Development 09/09/2021		
How it will look when fully met:		When this objective is fully met, conversations pertaining to interventions and student data are embedded in the culture. CTTs focus on Tier 1 core instruction, utilizing data to make instructional decisions and differentiate lessons. When students do not master material utilizing core instruction, interventions are discussed. Teachers provide tier 2 interventions to help students		Shannon Darcy	05/19/2024

		master content. When those interventions are unsuccessful, tier 3 interventions are implemented. The MTSS team helps teachers problem solve with interventions.			
Actions			**0 of 3 (0%)**		
	9/9/21	The MTSS team will attend professional development to learn interventions to help teachers implement various strategies when needed.		Shea Grosch	05/19/2024
	Notes:				
	9/9/21	The MTSS team will attend professional development to learn differentiation strategies for Tier I instruction.		Shannon Darcy	05/20/2024
	Notes:				
	10/13/22	Teachers will receive training on differentiated instruction to better serve the students in the diverse classroom.		Shea Grosch	05/20/2025
	Notes:				
KEY	A4.06	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		With a small learning environment such as RECHS, teachers and staff are very attentive to the needs to the students. Focusing on the academic and emotional well-being of students, RECHS staff prides itself on established strong student/staff relationships. Academic labs allow staff members more time with students and enables more one-on-one time. RECHS school counselor and student advocate are available to for student support throughout the day. We have established protocols for emotional well-being such as the suicide intervention and an attendance committee to track students.	Limited Development 09/09/2021		
How it will look when fully met:		Social emotional learning implementation is necessary in schools to provide students opportunities to learn how to manage emotions, achieve goals, empathize, and socialize with others. Teachers support SEL learning by receiving professional development in this area. Teachers know how to gauge students' emotional states, provide students with strategies to manage their emotions and provide interventions to meet students' needs. The school is a safe and positive environment, where the social and emotional competencies framework is used.		**Breanne Blackmon**	**05/19/2023**
Actions			**0 of 2 (0%)**		

				Implementation Status	Assigned To	Target Date
		10/13/22	Teachers will conduct biweekly check-ins with students to gauge emotional state and be able to check in when needed.		Breanne Blackmon	05/20/2023
Notes:						
		10/13/22	During PowerHour+, teachers and staff will embed social-emotional learning lessons. These lessons will focus on providing strategies for emotional well-being.		Angela Mroczkowski	05/20/2023
Notes:						
		A4.10	**The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently, each RECHS teacher offers tutoring either during academic lab or before/after school. All teachers utilize formative assessment strategies to gauge student understanding. Based upon subject area, reassessment and enrichment opportunities are provided. Raven READY is utilized for teachers to monitor student performance and offer interventions. CK12, Read Theory, Khan Academy are implemented. Ninth grade students track their data. RECHS also has a 4:1 Mentor program to help 9th grade students transition to high school and check on their social-emotional state. All ninth and tenth grade students are assessed using the Core Comprehensive Reading Inventory. Additionally, student services offer academic advising for high school classes and individualized degree plans. Using the RCC Adviso system and the RCC liaison, students can constantly track their degree courses to ensure on-time graduation. When students struggle academically or with time management, the flexible schedule of junior and senior year offers us the availability to add academic labs to schedules when needed as interventions.	Limited Development 09/10/2021		
How it will look when fully met:			All teachers' tutoring schedules are posted/advertised for students and parents, including in classrooms, Canvas and webpages. All teachers collect data on at-risk students, including classroom samples, grades, formative assessments, attendance, and behavior data. Grade-level CTTs focus on student data (Raven READY) and discovering the reasons behind students' low performance. The CTTs share best practices and devise interventions in order to aid student mastery of content. All teachers utilize various supplemental tools as a means to provide student support and enrichment for specific content standards. All		**Ericka Bell**	**05/19/2024**

	teachers check-in on students' welfare bi-weekly through the use of a Google form. Seminar classes incorporate social-emotional learning lessons and all teachers participate in SEL professional development. RECHS successfully implements Tier I core instruction and transitions students to Tier 2 interventions (based upon student data) when necessary.				
Actions		**6 of 12 (50%)**			
	9/10/21 All teachers will advertise their tutoring schedule so parents and students are aware of opportunities outside of the classroom for additional support.	Complete 05/20/2022	Shea Grosch	05/20/2022	
Notes:					
	9/10/21 Students will participate in surveys focused on various socio-emotional questions throughout the year. These surveys will provide an overall idea of students' thoughts and feelings concerning RECHS.	Complete 05/20/2022	Shannon Darcy	05/20/2022	
Notes:					
	9/10/21 Teachers will specifically focus on differentiated instruction strategies through professional development provided during grade level professional development.	Complete 05/20/2022	Shea Grosch	05/20/2022	
Notes:					
	9/10/21 Raven READY will be amended to focus on the MTSS process. Teacher observations, notes, and possible interventions will be documented here, as well as parent communication.	Complete 05/20/2022	Shea Grosch	05/21/2022	
Notes:					
	9/10/21 Teachers will provide bi-weekly check-ins to their students. These check-ins will vary in nature as some will focus on students' emotional state, while others will be directed toward how well students feel they are mastering content standards.	Complete 10/14/2022	Ericka Bell	05/19/2023	
Notes:					
	9/10/21 All teachers, in content PLCs and grade level PLCs, will participate in purposeful data discussions where student data is at the heart of all instructional decisions.	Complete 10/14/2022	Angela Mroczkowski	05/19/2023	
Notes:					
	9/10/21 Students and parents will be provided a school effectiveness survey. This survey will focus on receiving student and parent feedback for us to gauge student and parent perceptions. All committees, and classroom teachers will utilize this data.		Shea Grosch	05/19/2024	

		Notes:			
		9/10/21	Teachers will participate in professional development focused on social-emotional learning.		Angela Mroczkowski	05/20/2024
		Notes:			
		9/10/21	All students will participate in social-emotional learning throughout seminars. Teachers will incorporate lessons to encourage emotional wellbeing and to teach SEL strategies.		Angela Mroczkowski	05/20/2024
		Notes:			
		9/10/21	RECHS will provide surveys to students, parents and teachers to determine current mindset during the school year. This data will help drive decision-making in the classroom and the school as a whole.		Ericka Bell	05/20/2024
		Notes:			
		9/10/21	In addition to the Raven READY, all teachers will house and document student data for at-risk students who potentially will need to Tier 2 in the MTSS process.		Shea Grosch	05/21/2024
		Notes:			
		9/10/21	RECHS staff will participate in MTSS professional development, including Tier I core intervention strategies. Tier 2 interventions will also be explored when necessary.		Shannon Darcy	05/21/2024
		Notes:			
	KEY	**A4.16**	**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			RECHS has a recruitment committee that works to promote RECHS by providing information, resources and presentations to current eighth graders and their families in Randolph County. Our goal is for perspective students to be informed about the opportunities within our school and to understand the application process. We also utilize seminar in each grade to teach students soft skills, along with career and college prep information. Currently, the school counselor hosts parent information nights for each grade level explaining how to navigate the early college program, as well as providing college transfer information. The RCC Liaison and the school counselor host group advising sessions with 9th and 10th grade, and then individual advising with 11th and 12th graders. The Raven READY is used to track students who are not performing well academically. Interventions are documented and parent	Limited Development 09/09/2021		

	communication is housed on this spreadsheet. Students who did successfully complete their grade level were retained and invited to summer school. Summer school encouraged students to participate in English II enrichment and partake in an ilearn class where students had the potential to earn an elective credit.			
How it will look when fully met:	In addition to the RECHS Recruitment team, there is a plan in place aid in student transitions between grade levels. Students' success in college classes is monitored closely in order to place them in the most appropriate courses suitable to their track, as well as their academic ability. Information needed to provide evidence that this objective is fully met includes retention information at the end of each school year and information regarding students' success between grade levels and subject areas. Reports from RCC also provide evidence that students are placed in appropriate courses that offer the most likely plan to be successful while also challenging student academically. The student services website also provides a plethora of information regarding graduation requirements, RCC information, parent information about grades and other resources.		**Shea Grosch**	**05/19/2024**
Actions		**0 of 4 (0%)**		
	11/6/22 The counselor will analyze each transcript to ensure credits and placement are correct.		Breanne Blackmon	05/20/2024
Notes:				
	9/9/21 Create a student services website with resources, graduation information, tutorials and college information.		Shea Grosch	05/20/2024
Notes:				
	11/6/22 Each student has a four year plan created in RCC's self-service platform.		Stephanie Perry	05/20/2024
Notes:				
	11/6/22 Students have a four year plan based upon their high school courses and needs.		Breanne Blackmon	05/24/2024
Notes:				

	A4.19	All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.(5317)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This year our professional development has a focus on data tracking; after being provided with resources, teachers will bring back samples of how they are using the data tracking piece in class. They will share these in their content PLCs.	Limited Development 09/19/2019		
How it will look when fully met:		When this goal is fully met, teachers utilize Canvas, SchoolNet, Edulastic and/or other platforms to assess knowledge and determine which standards need to be readdressed with students. Teachers have implemented methods for students to track their data and be able to self-advocate and develop a plan for growth. Benchmark tests and formative assessments are used to determine proficiency and help both teachers and students understand content mastery. Canvas serve as the basis for delivery as teachers navigate virtual learning. Teachers also utilize various technology that allows to level each student based upon need, such as CK12, Read Theory, and Gizmos. Team CTTs also discuss data tracking and student interventions using the Raven READY document as it relates to our plan for MTSS implementation.		**Shea Grosch**	**05/20/2024**
Actions			**5 of 7 (71%)**		
	12/8/20	Teachers offer Google Meets for discussions, presentations, live instruction, and tutoring to facilitate relationships and a sense of community in the classroom. Google Meets will be scheduled and announced in advance so students will attend.	Complete 05/20/2021	Shea Grosch	05/20/2021
	Notes:	Meets will be recorded for those unable to attend.			
	12/8/20	Teachers use a variety of online platforms such as Apex, Read Theory, CK-12, Study.com, Kahoot, Quizlet, Khan Academy, EdPuzzle, etc. to differentiate learning and engage students. Instructions for these tools will be provided on Canvas. Teachers can monitor engagement through various participation and data reports.	Complete 05/20/2021	Angela Mroczkowski	05/20/2021
	Notes:				
	9/19/19	Teachers provide video recordings of their lectures/lessons and/or live instruction to ensure students have access to course content. These recordings will be linked in Canvas.	Complete 05/20/2021	Shea Grosch	05/21/2021
	Notes:				

9/19/19	Teachers will review benchmark and formative assessment data with fellow content teachers as well as review standards with the students.	Complete 05/20/2021	Shea Grosch	05/22/2021
Notes:				
9/19/19	Teachers will track student data.	Complete 05/27/2021	Angela Mroczkowski	05/22/2021
Notes:				
12/8/20	Teacher surveys will be sent periodically throughout the year to monitor progress and effectiveness of blended methods."		Lauren Wood	05/20/2024
Notes:				
9/19/19	Teachers use this data to foster conversation with students about their growth and mastery of standards.		Shea Grosch	05/22/2024
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**
Initial Assessment:	Currently, grade level CTTs and content CTTs meet to discuss instructional strategies, planning and student performance. Students on the Raven READY are the basis of grade level discussion during CTT time. Student performance, parent contact, and interventions are listed on this document. Grade level teams brainstorm future interventions and review the effectiveness of current interventions and strategies.	Limited Development 09/24/2020		
How it will look when fully met:	Once fully implemented, the leadership team, PLCs and MTSS will all work in collaboration with one another. The leadership team drives the school improvement plan which provides goals for which all teachers and staff work toward. These goals lead us to a common vision for the good of the school. The goals set forth by the leadership team will drive the professional learning communities' goals and discussion. Similarly, the leadership team will work closely with the MTSS team. Ultimately, all teams will collaborate and coordinate goals for the benefit of students.		Shea Grosch	05/19/2024

Actions		1 of 4 (25%)		
9/24/20	Teachers will bring a product to their content PLC. This product can be one of the following: student work, a past assignment/project, or future assignment/project. Teachers will provide feedback concerning the work or assignment with the goal of teacher/learner improvement.	Complete 05/20/2022	Angela Mroczkowski	05/20/2022
Notes:				
11/6/22	The school improvement team meets one a month. This team is derived of administration, counselor, lead teacher and a teacher representative from each content department.		Shea Grosch	05/20/2023
Notes:				
9/24/20	MTSS will meet with teachers on an as-needed basis.		Shannon Darcy	05/20/2023
Notes:				
9/24/20	Grade level and content CTTs will receive training from Solution Tree concerning effective functioning CTTs.		Angela Mroczkowski	05/20/2023
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:	RECHS utilizes the team approach regarding structures and leadership. Currently we have School Leadership and School Improvement Teams established. Our Professional Learning Communities meet weekly to discuss lessons, pacing and support for students. Professional Learning Communities are organized by grade level teams and content teams, each meeting biweekly. Additionally, we have a recruitment team to focus on recruitment efforts which is a major factor for our school. All committees meet regularly at a designated time to discuss ongoing supports, programs, and necessary improvements to foster continued academic and social student growth. Evidence of meetings will be provided in appropriate templates in Google and placed on the staff Canvas for access.	Full Implementation 09/10/2021		

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Monitoring instruction in school**			
KEY B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The principal currently conducts walk-throughs and formal evaluations. During walk-throughs, notes are taken and shared with teachers via email and face-to-face discussion. Teachers will also contact the principal to visit the classroom during special presentations. Formal observations are conducted throughout the year based upon the teacher's observation cycle. Observations are both announced and unannounced, depending upon whether a pre-conference is required.	Limited Development 09/20/2017		
How it will look when fully met:	The principal conduct walk-throughs and provides feedback to teachers in a timely manner. Evidences include notes, emails, evaluations, and face-to-face conversations. A form is also provided to address what is seen during the walk-throughs. There is also documentation of meetings with data team, CTTs, quarterly reviews, etc.		**Shea Grosch**	**05/19/2023**
Actions		1 of 5 (20%)		
9/20/17	The principal will share walk-through trends at monthly staff meetings.	Complete 04/20/2018	Shea Grosch	05/17/2019
Notes:				
9/20/17	The Data Review team will meet quarterly to discuss progress towards meeting goals.		Shea Grosch	05/17/2023
Notes:				
10/13/22	The principal will utilize the district instructional rounds form to conduct walk throughs.		Shea Grosch	05/20/2023
Notes:				
11/6/22	The principal provides feedback to teachers based upon observations and walk-throughs.		Shea Grosch	05/20/2024
Notes:				
11/6/22	Teachers respond to the principal feedback and implements suggestions.		Shea Grosch	05/20/2024
Notes:				

Core Function:	Dimension C - Professional Capacity
Effective Practice:	**Quality of professional development**

KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal updates the Pulse Check regularly which houses various data points, including test scores, attendance data, recruitment information, and discipline. Similarly, grade breakdowns for high school courses and college courses are created. Data reviews with district leaders are compiled each semester and those data points are shared with the SIT team. PLCs utilize the Raven READY which houses information concerning at-risk students and their academic performance. Individual student data is analyzed during PLCs to discuss possible interventions to improve student academic performance. The principal also compiles a spreadsheet with the "Watchlist" whereby student English, Math, discipline and attendance concerns are compiled. Students on this list are monitored throughout the semester.	Limited Development 09/10/2021		
How it will look when fully met:		When fully implemented, most decisions in the classroom and school-wide are rooted in data analysis. Student outcomes greatly improve as students' individual data is monitored, analyzed and interventions provided. Professional development is based upon teacher and student need. Evidences include: Data reviews, The Pulse Check, The Watchlist, Raven READY, MTSS documentation, PLC grade level notes, PLC content notes, professional development		Lauren Wood	05/19/2024
Actions			2 of 5 (40%)		
9/10/21		The principal will create a watchlist based upon English and math grades, attendance, and discipline data.	Complete 10/13/2022	Shea Grosch	12/20/2021
Notes:					
10/13/22		The principal will update the Pulse Check regularly for SIT discussion.	Complete 10/13/2022	Shea Grosch	05/20/2022
Notes:					

10/13/22	Data discussions take place during CTTs where decisions are rooted in the school-wide and classroom data based upon the common formative assessments for the chosen essential standards.			Lauren Wood	05/20/2024
Notes:					
10/13/22	SIT will utilize performance data to create school-wide goals focused on improving subgroup academic performance.			Shea Grosch	05/20/2024
Notes:					
11/6/22	Based upon teacher feedback, professional development goals are created that coincide with the needs assessment, data analysis and teacher needs.			Angela Mroczkowski	05/20/2024
Notes:					

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Talent recruitment and retention**			
C3.01	**The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	During the pre-covid years, we celebrated attendance, including class competitions, bulletin board and popcorn parties. Each grade level selects two students monthly as their "Student of the Month." At the end of the semester, all students of the month are recognized during the Student of the Month Celebration. Before Covid, we held an assembly and reception after school for students and families. In addition, we have a "Caw Out" board where students and staff members can provide affirmations to their peers. RECHS participates in the Randolph County School System Star3 Employee and Student recognition three times a year. RECHS has three extra-curricular clubs where membership is based upon grade point average. These clubs include Beta Club, Social Studies Honor Society, and Science National Honor Society. Celebration of Achievement is held annually where seniors and Junior Marshals are recognized for their achievements. Additionally, the RECHS Instagram and The Ravens' Nest Newsletter is used to celebrate individual students, staff members, and club achievements.	Limited Development 09/08/2022		
How it will look when fully met:	At RECHS, we intentionally celebrate our students. School-wide goals and benchmarks are created for all grade-levels and students are		**Breanne Blackmon**	**05/10/2024**

recognized for growth. Throughout the year, celebrate student growth and achievement with the ACT, attendance, individual grade attainment and college grade achievements. We utilize the Caw Out board, Student of the Month, honor society inductions and Celebration of Achievement to recognize as many students as possible throughout the year.

We create whole group goals, but also help ALL students create individual goals. We celebrate individual goal attainment, and whole group success. We continue to reevaluate the whole group and individual goals to encourage growth and individual expectations.

Actions		0 of 4 (0%)		
10/14/22	We will create an ACT wall where we celebrate students who show growth between their first ACT practice test and the individual content tests throughout the year.		Shea Grosch	03/01/2023
Notes:				
10/14/22	Students will be entered into a raffle based on their ACT growth. The number of tickets given will be based upon the number of growth points. The practice tests are used as data points.		Shea Grosch	03/01/2023
Notes:				
10/14/22	We will begin recognizing students who make A/B Honor Roll per semester.		Melissa Scott	05/20/2023
Notes:				
10/14/22	We will showcase the seniors when they are accepted to colleges, workforce or military through a social media campaign and a visual recognition board in the lobby of the school.		Shea Grosch	05/20/2023
Notes:				

Core Function:	Dimension E - Families and Community			
Effective Practice:	Family Engagement			
KEY E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We currently are using multiple ways to share information with parents. Our teachers use online websites, Remind, and letters to	Limited Development 09/14/2017		

	inform parents of upcoming events. Our families are contacted weekly using the School Messenger. Parents are contacted for parent teacher conferences periodically throughout the semester. Our current implementation efforts include the Raven READY document that is updated weekly by our data manager and teachers. The Raven READY document includes students who currently have a 69 or below. The grade is logged and the teachers input their observation of the student, potential solutions, interventions and their contact with parents. The student advocate leads the attendance committee whereby students and parents are contacted concerning absences. Canvas observer and Parent Portal are promoted to parents.				
	Priority Score: 2 Opportunity Score: 2		Index Score: 4		
How it will look when fully met:	When our communication SMART Goal is fully implemented in regards to this indicator, teachers make contact with each parent for at-risk students weekly. The teachers discuss common students in their team meetings to discuss concerns, solutions, interventions and current updates. The Student Services department includes parents in academic advising meetings and requires parents to acknowledge that they have reviewed the academic advising sheet and understand their students' academic plan and college course choices.			**Breanne Blackmon**	**05/19/2023**
Actions			**10 of 12 (83%)**		
9/14/17	We will encourage and provide college tours for students and families.		Complete 10/24/2017	Jeremy Peterson	10/31/2017
Notes:	Evidences will include: College Admissions Information, College Tour Opportunities, College Tour attendance. We will complete all paperwork for trip approval and share itinerary and permission forms with students and parents.				
9/14/17	We will increase student recognition programs on campus.		Complete 04/23/2018	Breanne Blackmon	05/17/2018
Notes:	We will find funding for certificates, postage, parent breakfast; we will conduct a recognition of A/B Honor Roll. Awards may include Snoballs, Chick-fil-a, or Zaxby's. We will prepare criteria for the student of the month.				
9/14/17	We will increase communication to all parents with the use of both digital and physical resources.		Complete 04/23/2018	April Thompson	05/17/2018

	Notes: We will use the school website, Twitter, Sunday AlertNow Phone messages, personal phone calls, Bloomz, Remind and email. We will share methods of how teachers are contacting parents.			
9/14/17	We will provide more opportunities for parents to be involved in the academic process, post-secondary opportunities and parent conferences at RECHS by increasing activities and events focused on students and families.	Complete 04/23/2018	Breanne Blackmon	05/17/2018
	Notes: We will attend financial aid workshops, College Foundation of North Carolina training, the Carolinas' Association of Collegiate Registrars and Admissions Officers Conference, district workshops, and college admission workshops. We will share evidence of materials with parents and include sign in sheets and parent surveys.			
10/2/18	We will increase parental involvement by inviting them to our Student of the Month recognition, various service events, Senior Celebration, and recruitment nights at our middle schools, and Spring Open House.	Complete 05/19/2019	Monica Williams	05/20/2019
	Notes:			
10/2/18	We will hold parent nights to discuss advising and financial aid opportunities for students.	Complete 05/19/2019	Peterson and Blackmon	05/20/2019
	Notes:			
10/2/18	We will involve parents within the recruitment nights at our middle schools.	Complete 05/19/2019	Ericka Bell	05/20/2019
	Notes:			
12/8/20	We will hold parent nights to discuss advising and financial aid opportunities for students. Student Services will hold information nights for all grades.	Complete 10/13/2022	Breanne Blackmon	05/20/2022
	Notes: Virtual Open House 9th Grade Information Session 12th Grade Information Session 10th & 11th Grades Information Session"			
9/10/21	RECHS teachers will implement the new format for the Raven READY document. This will increase parent communication for at-risk students.	Complete 10/13/2022	Melissa Scott	05/20/2022
	Notes:			
9/10/21	The Student Services department will invite parents to attend academic advising meetings, both virtual and in-person.	Complete 10/13/2022	Stephanie Perry	05/20/2022

		Notes:			
	9/10/21	Monthly Minis will be designed for parents and will teach parents a variety of topics concerning how to navigate the many aspects of the Early College program.		Shea Grosch	05/19/2023
		Notes:			
	12/8/20	We will provide more opportunities for parents to be involved in the academic process, post-secondary opportunities and parent conferences at RECHS by increasing activities and events focused on students and families. We will invite parents to become observers in Canvas and teachers will reach out to parents.		Ericka Bell	05/21/2023
		Notes:			
Implementation:			05/19/2019		
Evidence	5/19/2019 Please see linked Google folders.				
Experience	5/19/2019 We had parents contribute to our recruitment nights as well as attend our Student of the Month celebrations in the Fall and Spring. We were pleased with the turn out for this inaugural event. We also established a recruitment committee this year to tighten up our recruitment efforts and communicate with elementary and middle school earlier.				
Sustainability	5/19/2019 We will continue with routines put in place to continue recognizing our students as well as continue to work our recruitment efforts.				

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Community Engagement**			
E2.02	**The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Our current implementation efforts include our Ravens' Nest Newsletter which is emailed to all parents, students and staff weekly, along with a weekly phone call. The RECHS Website is updated regularly and includes the Ravens' Nest Newsletter and announcements that are updated weekly. Updates to our social media account on Instagram are made almost daily. RECHS holds virtual parent meetings monthly and quarterly. Our guidance counselor, Mrs. Blackmon, emails seniors biweekly with the senior raven notes. We also have a freshmen	Limited Development 09/18/2019		

	newsletter created quarterly by the freshman teachers. Additionally, we have created a recruitment team that is responsible for promoting RECHS to all perspective students in Randolph County. All teachers currently utilize a Canvas homepage, and we provide Canvas observer opportunities to all parents. Additionally, many teachers use the Remind text messaging system with students. We are also utilizing personal phone calls and the school messenger system for COVID notifications.			
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this goal is fully met, we will have a communication plan to communicate with all stakeholders, students, parents, and community members. We will be partnered with civic organizations to provide service opportunities for our students, as each RECHS student must complete 25 hours of community service prior to graduation. We will have a partnership with the local newspaper to highlight positive stories from our school. We will also utilize social media, websites, newsletters, and emails to communicate with our students and parents/guardians. We will have a solid recruitment and communication plan to target future students through our social media, school website and recruitment website (located on our school website).	**Objective Met 10/14/22**	**Breanne Blackmon**	**05/19/2023**
Actions				
9/18/19	We will use School Messenger to do a weekly phone call.	Complete 05/22/2020	Shea Grosch	05/22/2020
Notes:				
9/18/19	We will provide students with a weekly newsletter (Ravens' Nest) that provides current information and announcements.	Complete 05/22/2020	Shea Grosch	05/22/2020
Notes:				
9/18/19	Announcements will be placed on the RECHS website	Complete 05/22/2020	Melissa Scott	05/22/2020
Notes:				
9/18/19	We will hold student service meetings.	Complete 05/22/2020	Breanne Blackmon	05/22/2020

	Notes:				
	9/18/19	We will update and use our social media outlets.	Complete 05/22/2020	Kathy Kelley	05/22/2020
	Notes:				
	9/18/19	Members of our Recruitment Committee with attend middle school events.	Complete 05/22/2020	Shea Grosch	05/22/2020
	Notes:				
	9/18/19	We will advertise school events in the community.	Complete 05/22/2020	Melissa Scott	05/22/2020
	Notes:				
	11/1/20	We will create a recruitment website, located on the school website, intended for future students.	Complete 12/15/2020	Shea Grosch	12/15/2020
	Notes:				
	9/10/21	The social media managers will track the number of followers present on social media accounts.	Complete 05/20/2022	Melissa Scott	05/20/2022
	Notes:				
	9/10/21	RECHS will add Twitter to our social media presence.	Complete 05/20/2022	Melissa Scott	05/20/2022
	Notes:				
	9/10/21	The principal will review and log the number of views on the Ravens' Nest Newsletter.	Complete 05/20/2022	Shea Grosch	05/20/2022
	Notes:				
	9/10/21	Social media contests and other activities to increase viewership will be implemented.	Complete 10/14/2022	Melissa Scott	05/20/2023
	Notes:				
	9/10/21	A teacher survey will be sent to all teachers to collect teacher communication methods currently utilized.	Complete 05/20/2022	Stephanie Perry	05/20/2023
	Notes:				
	9/10/21	SIT members will review the Ravens' Nest Newsletter data and will brainstorm ways to increase viewership.	Complete 10/14/2022	Breanne Blackmon	05/20/2023
	Notes:				
	9/10/21	The school counselor will record the amount of parents that attend parent meetings and work to increase participation.	Complete 10/14/2022	Breanne Blackmon	05/20/2023
	Notes:				

Implementation:		10/14/2022		
Evidence	9/15/2020 Google folder			
Experience	9/15/2020 This objective helped us focus on reaching out to our community.			
Sustainability	9/15/2020 We will need to continue reaching out and utilizing our various mediums to get information to our community.			

RANDOLPH
County School System

School: Randolph

School Year: 2022-2023

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

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

Committee Position	Typed Name	Signature	Date
Principal	Shea Grosch		10/14/22
Lead Teacher	Angela Mroczkowski		10/14/22
SIT Chair/Social Studies	Shannon Darcy		10/14/22
Science	Lauren Wood		10/14/22
English	Monica Williams		10/14/22
Counselor	Breanne Blackmon		10/14/22
RCC Liaison	Stephanie Perry		10/14/22
Math	Ericka Bell		10/14/22
Data Manager	Melissa Scott		10/14/22
Parent	David Fogleman		11/7/22

NCStar/SIP Mandatory Components

School Name: Randolph Early College High School

School Year: 2022-2023

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

> All teachers have 7 hours of instructional planning per week. Under normal circumstances, teachers are required to provide lunch supervision and support one day per week to help supervise the café.

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

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

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

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