



Randolph Early College High School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission:

The mission of RECHS is to empower students by maximizing their unique potential through a personalized and engaging academic experience.

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 to increase the average cohort graduate rate to 99% by May of 2024. (A1.07, A2.15, E1.06) (MTSS goal)

By May 2024, the overall school performance grade will increase by 0.5% as measured by the NC School Report Card. (A1.07, A2.15, E1.06) (MTSS goal)

By May 2024, the failure rate for college courses will decrease by 1.5% as measured by the Randolph Community College final course grades. (E1.06)



! = 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	

<p>Initial Assessment:</p>	<p>10/25/23</p> <p>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 as a learning opportunity.</p>	<p>Limited Development 09/08/2021</p>		
<p>How it will look when fully met:</p>	<p>Teachers and staff incorporate social-emotional learning opportunities to address student behavior. Staff utilize seminar classes to address skills that can be taught such as 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. In addition, grade-level teams utilize The Portrait of a Raven to incorporate durable skills into content.</p>		<p>Angela Mroczkowski</p>	<p>05/17/2024</p>
<p>Actions</p>		<p>2 of 5 (40%)</p>		
<p>9/8/21</p>	<p>Students will learn how to effectively compose an email to handle problematic issues with adults.</p>	<p>Complete 05/20/2022</p>	<p>Angela Mroczkowski</p>	<p>05/20/2022</p>
<p><i>Notes:</i></p>				
<p>10/13/22</p>	<p>All teachers post their classroom rules in their classrooms and discuss consequences with students.</p>	<p>Complete 09/18/2023</p>	<p>Angela Mroczkowski</p>	<p>05/20/2023</p>
<p><i>Notes:</i></p>				
<p>10/13/22</p>	<p>Teams will research social-emotional learning exercises to utilize during class to promote strong classroom management and positive relationships.</p>		<p>Breanne Blackmon</p>	<p>05/17/2024</p>
<p><i>Notes:</i></p>				
<p>10/26/23</p>	<p>Grade level teams will create rubrics for each durable skill on the Portrait of a Raven</p>		<p>Lauren Wood</p>	<p>05/17/2024</p>
<p><i>Notes:</i></p>				

10/26/23	The Raven READY is utilized by all teachers to document behavior and academic performance per course		Melissa Scott	05/17/2024
Notes:				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>3/25/23</p> <p>We have two types of instructional teams, content-based and grade-level-based. Twice monthly, each team meets to collaborate. The grade-level teams focus on common students and teaching durable skills. Content teams focus on our content standards. Each content team delves into the four DuFour questions as we determine: What do we want students to know and be able to do, how do we know students are learning, how do we respond if they are not learning and what do we do if students already know the material.</p>	Limited Development 10/25/2023		
How it will look when fully met:		<p>Our content teams focus on DuFour's main questions. English, science, and social studies are comprised of singleton teachers, meaning each teacher teaches a different subject. We have two out of the three math teachers who teach a common subject each semester. Our content teams find common standards and/or skills whereby all three teachers work to implement in each classroom. Teachers then examine how to teach the standard/skill and truly define proficiency. We proceed to create assessments aligned with the standards. We reflect upon our assessments and their quality to ensure the assessments truly match what we are attempting to teach. We collaborate to discuss what we do in each of our classrooms when students do not achieve proficiency. Does the material need to be retaught in a different way? Do we need additional projects and assignments? Does the assessment need to be altered? Do the majority of the students understand and we need to provide interventions to those not achieving proficiency? If students have already mastered the material, we then look to find ways to enrich and extend the material.</p> <p>In our grade-level teams, we utilize the Portrait of a Raven. This document is the culmination of all teachers' collaborative efforts to</p>		Shea Grosch	05/17/2025

recognize durable skills we will teach and reinforce during a student's time at RECHS. Grade-level teams have defined each durable skill, indicating proficiency and mastery. Students are clear about expectations and how to demonstrate their proficiency. These durable skills are interwoven into all teachers' content lessons throughout the year.

Both content and grade-level teams will share data based on CFAs to assess "How do we know students are learning?" and then drive instruction based on the responses. Everyone meets each week on a rotating basis so that data is collected and utilized in a timely manner.

Actions **0 of 1 (0%)**

10/25/23	Grade level teams create rubrics for the durable skills listed on the Portrait of a Raven.		Shea Grosch		05/01/2025
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Notes:

		A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>We have teams based on content and grade level. Comprised of singletons, content CTTs work to find common standards across the various courses within the same content. Teachers identify the common standards to reflect upon DuFour's main questions. In addition, grade level CTTs focus on durable skills. Currently, grade level CTTs are developing a rubric centered on the durable skill of collaboration.</p>	Limited Development 10/15/2023		
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How it will look when fully met:	<p>Content CTTs collaborate to connect courses vertically across the grade levels. All teachers within a content area focus on common standards across the grades. Through collaboration and discussion, teachers define proficiency for the common standards. Intentionally defining proficiency, allows students to in turn, define proficiency. Students know the expectations and what they must master/accomplish to demonstrate proficiency.</p> <p>Grade level CTTs collaborate to connect various content subjects horizontally. Focusing on durable skills, grade level CTTs work to define</p>		Shea Grosch	05/19/2024
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	<p>durable skills and how to demonstrate said skills. Students are taught how to demonstrate each durable skill and provided a rubric to measure their mastery and performance. Teachers work to incorporate the durable skill within their content. Thus students work to learn content through the acquisition of durable skills.</p>			
Actions		0 of 7 (0%)		
10/15/23	Grade level CTTs create rubrics for the durable skills of collaboration and problem solving.		Lauren Wood	05/17/2024
	<i>Notes:</i>			
10/15/23	Grade level CTTs teach the definition and behavior of durable skills.		Angela Mroczkowski	05/17/2024
	<i>Notes:</i>			
10/15/23	Content CTTs define proficiency for common standards.		Kim Davis	05/17/2024
	<i>Notes:</i>			
10/15/23	Content CTTs promote the durable skill while teaching their curriculum.		Shea Grosch	05/17/2024
	<i>Notes:</i>			
10/26/23	Content teams develop and administer common assessments.		Ericka Bell	05/17/2024
	<i>Notes:</i>			
10/26/23	Content teams review data from given assessments and standards during CTT content meetings.		Angela Mroczkowski	05/17/2024
	<i>Notes:</i>			
10/26/23	Content teams and grade-level CTT teams discuss best practices to help increase student proficiency.		Kim Davis	05/17/2024
	<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
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	Limited Development 09/09/2021		

		Raven READY provides a framework for teachers to reflect on our practice and student performance, along with providing documentation.				
		How it will look when fully met:	Strong core instruction is the foundation for every course. Prior to teachers researching and implementing interventions, we must first ensure that core instruction is being delivered to fidelity. CTT discussions with the DuFour's questions and delving into the standards, practices, and assessments, strengthen core instruction. Utilizing data informs us of student mastery. When the majority of students have reached proficiency, we can then focus on students who require supplemental or intensive interventions. Similarly, we can also provide enrichment opportunities for students who have successfully mastered the material.		Shea Grosch	05/19/2025
Actions			0 of 2 (0%)			
	9/9/21	The MTSS team participates in the DPI-hosted MTSS supplemental support series throughout the 2023-2024 school year.		Breanne Blackmon	05/19/2024	
	<i>Notes:</i>					
	9/9/21	Using information learning from the DPI MTSS Supplemental Support series, the RECHS MTSS team will provide professional development to the RECHS faculty.		Shea Grosch	05/19/2025	
	<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
	Initial Assessment:		10/25/23 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 establishing strong student/staff relationships. Academic labs allow staff members more time with students and enable more one-on-one time. RECHS school counselor and student advocate are available	Limited Development 09/09/2021		

		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. Also, PowerHour has been established to focus on ensuring college needs are met and SEL lessons are implemented.			
How it will look when fully met:		Social-emotional learning implementation is necessary in our school to provide students with 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	05/17/2025
Actions			1 of 2 (50%)		
	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.	Complete 05/19/2023	Angela Mroczkowski	05/20/2023
	<i>Notes:</i>				
	10/14/23	The student advocate monitors student absences and follows the set interventions according to the number of absences a student has accumulated.		Kathy Kelley	05/19/2025
	<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
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 prospective students to be informed about the opportunities within our school and to understand the application process. We also utilize seminars in each grade to teach students durable skills, along with career and college preparation 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	Limited Development 09/09/2021		

	<p>counselor host group advising sessions with 9th and 10th grade, and then individual advising with 11th and 12th graders.</p> <p>The Raven READY is used to track students who are not performing well academically. Interventions are documented and parent 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 elective credit.</p>			
<p>How it will look when fully met:</p>	<p>In addition to the RECHS Recruitment team, there is a plan in place to 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 baccalaureate plan, as well as their academic ability. We monitor 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 students academically. The student services website also provides a plethora of information regarding graduation requirements, RCC information, parent information about grades, and other resources.</p>		<p>Shea Grosch</p>	<p>05/19/2025</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>11/6/22</p>	<p>Students have a four year plan based upon their high school courses and needs.</p>		<p>Breanne Blackmon</p>	<p>05/24/2024</p>
<p><i>Notes:</i></p>				
<p>9/9/21</p>	<p>Create a student services website with resources, graduation information, tutorials and college information.</p>		<p>Shea Grosch</p>	<p>05/20/2025</p>
<p><i>Notes:</i></p>				
<p>11/6/22</p>	<p>Each student has a four year plan created in RCC's self-service platform.</p>		<p>Libby Mitchem</p>	<p>05/20/2025</p>
<p><i>Notes:</i></p>				

11/6/22	The counselor will analyze each transcript to ensure credits and placement are correct.		Breanne Blackmon	05/20/2025
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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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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<i>Initial Assessment:</i>	<p>10/25/23</p> <p>We currently have the School Improvement Team (SIT), MTSS team, Student Services, content CTTs, and grade-level CTTs. The SIT creates the School Improvement Plan, featuring three data-driven goals. These goals serve as the basis for the school year as we select indicators and create action steps. In addition, the MTSS team works to discuss low-performing students and their needs. CTTs discuss student performance while working to ensure vertical and horizontal alignment through content and grade-level teams. The student services team meets weekly to discuss attendance, academic performance, and social-emotional issues with students.</p>	Limited Development 09/24/2020		
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<i>How it will look when fully met:</i>	<p>Our School Improvement Team, the Student Services team, MTSS team, grade level CTTs, and content CTTs work in collaboration with one another. The leadership team drives the school improvement plan which provides goals for which all teachers and staff to work toward. These goals lead us to a common vision and mission for staff and students. The goals set forth by the leadership team drive the professional learning communities' goals and discussions. The leadership team collaborates closely with the MTSS team as we work to provide students with learning experiences and opportunities. SIT and MTSS meet monthly. Student Services and CTTs meet weekly (CTTs rotate Content and Grade-level each bi-weekly).</p>		Shea Grosch	05/19/2025
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Actions		3 of 5 (60%)		
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	Complete 05/20/2022	Angela Mroczkowski	05/20/2022

	future assignment/project. Teachers will provide feedback concerning the work or assignment with the goal of teacher/learner improvement.			
<i>Notes:</i>				
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.	Complete 05/19/2023	Shea Grosch	05/20/2023
<i>Notes:</i>				
9/24/20	Grade level and content CTTs will receive training from Solution Tree concerning effective functioning CTTs.	Complete 05/19/2023	Angela Mroczkowski	05/20/2023
<i>Notes:</i>				
10/14/23	The MTSS team will provide professional development to staff concerning the six components of MTSS.		Kim Davis	04/17/2025
<i>Notes:</i>				
9/24/20	MTSS meets once a month. This team is comprised of the administration, lead teacher, counselor, the MTSS coach, and one classroom teacher.		Shea Grosch	05/20/2025
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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 also contact the principal to visit the classroom during special presentations. Formal observations are conducted throughout the year based on 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 conducts walk-throughs weekly and provides feedback to teachers using a Google form. Teachers receives the feedback in a spreadsheet. Evaluations and post-conferences provide feedback to teachers. Teachers are required to conduct peer observations throughout the year. Teachers share data during CTTs and quarterly data reviews.		Shea Grosch	05/17/2025

Actions		3 of 5 (60%)			
9/20/17	The principal will share walk-through trends at monthly staff meetings.	Complete 04/20/2018	Shea Grosch	05/17/2019	
<i>Notes:</i>					
9/20/17	The Data Review team will meet quarterly to discuss progress towards meeting goals.	Complete 05/19/2023	Shea Grosch	05/17/2023	
<i>Notes:</i>					
10/13/22	The principal will utilize the district instructional rounds form to conduct walk throughs.	Complete 05/19/2023	Shea Grosch	05/20/2023	
<i>Notes:</i>					
10/14/23	The principal will share walk through data with the SIT team concerning most observed practices within RECHS to inform decision making.		Shea Grosch	05/17/2025	
<i>Notes:</i>					
11/6/22	The principal provides feedback to teachers based upon observations and walk-throughs.		Shea Grosch	05/20/2025	
<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
Initial Assessment:		<p>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.</p> <p>PLCs utilize the Raven READY which houses information concerning at-risk students and their academic performance. Individual student data</p>	Limited Development 09/10/2021		

	<p>is analyzed during PLCs to discuss possible interventions to improve student academic performance.</p> <p>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.</p>			
How it will look when fully met:	<p>We base most decisions on school-wide and classroom data. Student outcomes greatly improve as students' individual data is monitored, and analyzed and interventions provided. Professional development is based on teacher and student needs. The MTSS team monitors the Watchlist and Raven READY. CTTs monitor individual student data, Raven READY, and The Pulse Check. SIT monitors all data resources throughout the year. Data analysis and progress monitoring are practices embedded in our culture and drive decisions within each classroom and SIT.</p>		Lauren Wood	05/19/2025
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
	<i>Notes:</i>			
10/13/22	The principal will update the Pulse Check regularly for SIT discussion.	Complete 10/13/2022	Shea Grosch	05/20/2022
	<i>Notes:</i>			
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	05/20/2025
	<i>Notes:</i>			
10/13/22	SIT will utilize performance data to create school-wide goals focused on improving subgroup academic performance.		Lauren Wood	05/20/2025
	<i>Notes:</i>			

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	05/20/2025
<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>		Highly qualified staff are in place in each position throughout the school, including certified and classified positions. The principal is responsible for managing the 031 budget which is our instructional funds and the 051 budget which is the state-provided early college money. We also have general funds provided by student fees and fundraisers. The principal asks for teachers and departments to provide a listing of all needs and wants for instructional purposes. That list is taken to the SIT and SIT members discuss and approve. 051 is mainly allocated for salaries, with the remaining funds being discussed with SIT.	Limited Development 10/27/2023		
<i>How it will look when fully met:</i>		The SIT and principal work together to ensure that teacher and student needs are met with the money we are provided. Budgets are scrutinized and priorities are discussed. ACT is a major component of our overall school performance grade, so ACT preparation is a necessary cost for our school. Teachers work to minimize costs but also work to find valuable resources that support and enrich student learning. The principal and hiring team continue to work to hire qualified staff that will support the mission and vision of RECHS.		Shea Grosch	05/17/2025
Actions			0 of 1 (0%)		
	10/27/23	SIT determines the expenditures for the 031 instructional funds budget.		Shea Grosch	05/17/2025
<i>Notes:</i>					

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	Implementation Status	Assigned To	Target Date

		home (what parents can do at home to support their children's learning).(5182)			
Initial Assessment:		<p>10/25/23</p> <p>We currently utilize multiple methods to share information with parents. Our teachers use online websites, emails, and letters to inform parents of upcoming events. Our families are contacted weekly using the School Messenger, including an email from the principal with the weekly newsletter (The Ravens' Nest). Parents are contacted for parent-teacher conferences periodically throughout the semester. The Raven READY document 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 observations 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 each year and on the newsletter.</p>	Limited Development 09/14/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		<p>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 student's academic plan and college course choices. The school also communicates with parents about ways parents/families can support students academically at home. The Student Services website is fully loaded with various resources and information about how to navigate high school and community college. Post-graduation information is also provided to seniors and their families throughout the year.</p>		Breanne Blackmon	05/19/2024
Actions			2 of 9 (22%)		
	10/2/18	We will involve parents within the recruitment nights at our middle schools.	Complete 05/19/2019	Ericka Bell	05/20/2019

<i>Notes:</i>				
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
<i>Notes:</i> Virtual Open House 9th Grade Information Session 12th Grade Information Session 10th & 11th Grades Information Session"				
9/14/17	We will encourage and provide college tours for students and families.		Lauren Wood	05/17/2024
<i>Notes:</i> 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.		Shea Grosch	05/17/2024
<i>Notes:</i>				
9/14/17	We will increase communication to all parents with the use of both digital and physical resources.		Shea Grosch	05/17/2024
<i>Notes:</i>				
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	05/19/2024
<i>Notes:</i>				
10/27/23	The student services department will develop a new website with resources available for students and families.		Shea Grosch	05/19/2024
<i>Notes:</i>				
9/10/21	RECHS teachers will implement the new format for the Raven READY document. This will increase parent communication for at-risk students.		Melissa Scott	05/20/2024
<i>Notes:</i>				
9/10/21	The Student Services department will invite parents to attend academic advising meetings, both virtual and in-person.		Libby Mitchem	05/20/2024
<i>Notes:</i>				
Implementation:		05/19/2019		

<i>Evidence</i>	5/19/2019 Please see linked Google folders.			
<i>Experience</i>	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.			
<i>Sustainability</i>	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.			



NCStar/SIP Mandatory Components

School Name: Randolph Early College High 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.

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.