School Improvement Plan
2023 - 2024

Randolph County
Randolph County Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Randolph County
School Name	Randolph County Elementary School
Team Lead	Mrs. Heather Melton, Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title V, Part B Title I, Part A School Improvement 1003 (a)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need to be more proficient in reading/ELA.
Root Cause # 1	Students did not master phonics skill in the foundational grades.
Goal	RCES will increase the number of proficient learners on the Reading/ELA section by 5% on the spring administration of the 2024 GMAS end of grade assessment.

Action Step # 1

Action Step	Utilize benchmark assessment and/or progress monitoring data to ensure teaching and learning are aligned to the GSE.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Assessment Data (MAP, Acadience, HMH Growth Measure, GKIDS, Beacon 3-5, Beacon pilot K-2) etc.
Method for Monitoring Effectiveness	Improved achievement data and student growth (SGP's)
Position/Role Responsible	teachers, literacy coach, math coach, administration, school improvement specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Provide monthly training for Bookworms reading curriculum.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Assessment Data (MAP, Acadience, HMH Growth Measure, GKIDS, Beacon 3-5, Beacon pilot K-2) etc.
Method for Monitoring Effectiveness	Improved instructional practices and student growth (SGP's)
Position/Role Responsible	teachers, literacy coach, math coach, administration, school improvement specialist
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	University of Delaware

Action Step # 3

Action Step	Use literacy coach and facilitators to provide job-embedded professional learning for all content areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 3

Subgroups	Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation	Agendas, surveys, sign-in sheets
Method for Monitoring Effectiveness	Improved instructional practices and student growth (SGP's)
Position/Role Responsible	teachers, literacy coach, math coach, administration, school improvement specialist
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Students will show a 5% increase in Lexile percentages of students scoring "within the stretch band" in grades 3-5.

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need to be more proficient in math.
Root Cause # 1	Students did not master math facts in the foundational grades.
Goal	RCES will increase the number of proficient learners on the Mathematics section by 5% on the spring administration of the 2024 GMAS end of grade assessment.

Action Step # 1

Action Step	Utilize benchmark assessments and/or progress monitoring data to ensure teaching and learning are aligned to the GSE .
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Assessment Data (Map, Beacon, Unit Assessments)
Method for Monitoring Effectiveness	Improved instructional practices and student growth (SGP's) GMAS end of year and student growth (SGP's)
Position/Role Responsible	teachers, math coach, administration, consultants, school improvement specialist
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Teachers will implement math fact drills weekly and students complete Xtra math (instructional software program) daily.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Assessment Data (Map, Beacon, Unit Assessments)
Method for Monitoring Effectiveness	GMAS end of year and student growth (SGP's)
Position/Role Responsible	teachers, math coach, administration, consultants, school improvement specialist
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Xtra math

Action Step # 3

Action Step	Use math coach and facilitators to provide job-embedded professional learning for content areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, survey, sign-in sheets
Method for Monitoring Effectiveness	Improved instructional practices and student growth (SGP's)
Position/Role Responsible	teachers, math coach, administration, consultants, school improvement specialist
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Chatt-Flint RESA, Georgia Department of Education - math support, outside of the organization consultants.

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need to be more proficient in writing.
Root Cause # 1	Students did not master sentences structure/grammar skills in the foundational grades.
Goal	Students will show a 5% increase on the narrative section on the spring administration of the 2024 GMAS end of grade assessment.

Action Step # 1

Action Step	Teachers will incorporate writing tasks at the end of each module.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, student work samples through the year, HMH Growth Measure, MAP Growth Data, Beacon 3-5/K-2, evaluating student writing, PL agendas, sign-in sheets, collaborative planning notes
Method for Monitoring Effectiveness	Writing samples and student growth (SGP's)
Position/Role Responsible	teachers, literacy coach, administration, consultants, school improvement specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Ashlee Miller - Bookworms Consultant - University of Delaware

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	RCES will increase parent participation and support.
Root Cause # 1	The communication between home, school, and the community needs strengthening.
Goal	Family and community engagement coordinator will facilitate curriculum nights and other monthly activities for parents, guardians, and community members.

Action Step # 1

Action Step	Implementing curriculum nights along with newsletters, weekly folders, social media - classtag/facebook.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, social media advertising, social media activity,
Method for Monitoring Effectiveness	Sign in sheets increasing number of participants
Position/Role Responsible	teachers, literacy coach, math coach, parent liaison, administration
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	• Family Connections • L4GA Community Partners • Rotary Reads

2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve literacy rates
Root Cause # 1	Students are not reading on grade level.
Goal	Students will increase their Lexile levels.

Action Step # 1

Action Step	Students will participate in 45 minutes of choral and partner reading each day in grades 1-5.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Bookworms curriculum - shared reading block
Method for Monitoring Effectiveness	Word count, Acadience progress monitoring
Position/Role Responsible	Teachers, coaches, students, and administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Goal report and word count will be shared in weekly collaborative meetings.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Bookworms curriculum - DI block
Method for Monitoring Effectiveness	Word count, Acadience progress monitoring
Position/Role Responsible	Teachers, coaches, students, and administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	AR - accelerated reader

Action Step # 3

Action Step	Teachers in grades K-5 will use DI (Differentiated Instruction) daily during their intervention block.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 3

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaborative planning, walkthroughs,
Method for Monitoring Effectiveness	Assessments at the end of each cycle.
Position/Role Responsible	Teachers, coaches and administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Bookworms DI kits - K-5

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	In developing this plan, data (School Climate, Attendance, SWISS, PowerSchool, Acadience Reading, MAP Growth, HMH Growth Measure, etc.) was reviewed and the outcome of the previous School Improvement Plan was taken into consideration. Leadership Team meetings were held to discuss the current plan and its goals. Suggestions to revise the plan were noted. Team Leaders redelivered information to their team and shared the outcome in the following meetings. The results of this collaboration is our current School Improvement Plan. The following people were solicited to help develop this plan: 1) Kindergarten Lead Teacher 2) 1st Grade Lead Teacher 3) Second Grade Lead Teacher 4) Third Grade Lead Teacher 5) Fourth Grade Lead Teacher 6) Fifth Grade Lead Teacher 7) ESP Lead Teacher 8) Literacy Coach 9) Math Coach 10) Physical Education Teacher 11) Assistant Principal 12) Principal

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	To ensure all low-income and minority children are not served at disproportionate rates, 100% of the teachers are highly qualified, or eligible to be (TAPP). The district will support RCES in removing ineffective teachers immediately, as documented by administrators.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Our teachers and support staff are being trained on current effective instructional strategies in all content areas. Our focus will shift to becoming a Data Driven School where all decisions on instruction are based on recent and relevant data. A reading and math coach position has been provided to support professional learning to the leaders and teachers on best practices for instruction, the use of data, and how to implement the curriculum with fidelity. All students will participate in daily intervention/enrichment block. During this time, a targeted group of struggling/accelerated students receive instructional support from staff based on identified needs.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	• Data analysis • MTSS/RTI

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	The PreK students in Randolph County School System's zone (housed at RCES) will visit RCES Kindergarten classes for transitional purposes. Students in Fifth Grade at RCES will visit Randolph-Clay Middle School for transitional purposes. PreK teachers participate in Language and Literacy Learning training to support PreK students at Randolph County Elementary School to improve readiness for Kindergarten.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	In an effort to remain proportionate in our discipline practices, we use theBehavior Intervention Room. Children attend the lab/room when their behavior makes it difficult for all learners to learn and difficult for the teacher to continue effective instruction. Offering field trips and other incentives for positive behavior is another effort to reduce the overuse of discipline practices that remove students from the classroom. In addition, we will implement a tangible PBIS Store to encourage positive behaviors and reduce discipline issues. Ultimately, we are working to teach children replacement behaviors and how to increase their ability to take charge of their own behavior.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	N/A