



Eastern Randolph High School
School Improvement Plan
2022-2023

Comprehensive Progress Report

Mission:

The mission of Eastern Randolph High School is to provide an inclusive environment that ensures **all** students achieve high levels of success in post-secondary college/career pathways.

Vision:

The policies, programs, and practices of Eastern Randolph High School reflect our genuine commitment to helping all students learn at high levels.

Goals:

By June 2023, Eastern Randolph High School will meet or exceed growth in all subgroups on End-of-Course assessments as measured by the EVAAS growth system. (A 4.01, C2.01)

The percentage of students scoring at grade level or above will increase from 27.6% to 37.6% by June 2023 as measured by the grade level proficiency on the End-of-Course assessments. (B1.03, C2.04)

All teachers will strengthen core instruction and increase the implementation appropriate data-based interventions/support strategies to facilitate improvement in the number of students achieving grade level proficiency as measured by a 10-percentage point increase in the composite score for end-of-course exams. (A2.04, A4.01 B3.03)



! = 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:	We have assessed our current climate and culture and find consistency across the majority of classrooms. We will continue to monitor this for re-evaluation over the next two years.	Limited Development 09/22/2022		
How it will look when fully met:	Full implementation demonstrates consistent use of procedures and practices that contribute to an inclusive climate and culture.		Lauren Overman	06/07/2024
Actions		0 of 1 (0%)		
9/25/22	ERHS teachers will work collaboratively with students to create classroom norms, rules, and procedures each semester to promote an inclusive classroom climate conducive to learning.		Holly Grissom	06/09/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Instructional teams have created standards-aligned units of instruction. As the curriculum continues to evolve, we will monitor and adjust units of instruction to ensure appropriate alignment with the standards.		Limited Development 09/22/2022		
How it will look when fully met:	All units of instruction will meet current content standards with ways to adjust instruction to ensure standards are fully implemented and taught. Power standards will be identified and unpacked with pre and post assessments developed and implemented with fidelity. Learning activities will promote student engagement and critical thinking, while scaffolding material to allow for student mastery. Continuous analysis of student data/formative assessments will be used to redefine strategies for learning and to identify the appropriate interventions needed to ensure student success. Units will include necessary modifications needed to support all students, including special populations.			Paige Rollins	06/07/2024
Actions			0 of 2 (0%)		
9/25/22	ERHS Collaborative Teams meet weekly to identify and unpack a minimum of 3 essential standards.			Paige Rollins	06/08/2023
<i>Notes:</i>					

9/30/22	ERHS Collaborative Teams meet weekly to develop data-driven common formative assessment practices that focus on the essential standards identified by the team.		Paige Rollins	06/08/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Collaborative team groups are structured to refocus the use of Collaborative Team Time to center on student data-based information. During the Intervention block, remediation and enrichment will be assigned based on data.	Limited Development 09/23/2022		
How it will look when fully met:		Collaboration in which teachers analyze student data and develop instructional responses to address the data is key to promoting gains in student achievement. Teams of teachers use both formal assessment data and informal observations of student learning to determine students' learning needs and design ways that these needs will be addressed through changes to instructional practice.		Ashley Inman	06/08/2024
Actions			0 of 1 (0%)		
	9/26/22	Collaborative teams meet weekly to evaluate formative assessment data to guide instructional planning.		Shawn Garrett	06/07/2024
<i>Notes:</i>					
	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are working with our district program facilitator to ensure that we are in compliance and maximizing student progress towards IEP goals. To accomplish this, we are providing EC led meetings to assist with access and understanding of all IEP modifications and accommodations to support instructional practice in the content classrooms. All teachers are using Google forms to document BIP progress daily. Content teachers maintain logs that track the use and effectiveness of modifications/accommodations in order to make informed recommendations regarding goal progress during IEP meetings. During our intervention period, all EC teachers are focused on EC students and	Limited Development 09/23/2022		

	providing not only supplemental services defined in their IEP but also general education interventions that all students receive.			
How it will look when fully met:	Teachers consistently progress-monitor standards-based assessments and have an accountability system that includes defined strategies for scoring, analyzing, reporting and tracking data, and a targeted focus using data gathered across all sources to develop effective instructional plans.		David Bynum	06/08/2024
Actions		0 of 1 (0%)		
9/26/22	EC teachers create and implement a service schedule to support continued student achievement through daily intervention time. This schedule utilizes a live Google document with anecdotal notes in order to effectively assign and monitor implementation and effectiveness.		David Bynum	06/07/2024
<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:		ERHS implements a 40-minute Intervention block focused on the specific academic needs of at-risk students as well as enrichment opportunities for students performing at or above grade-level. Students who fail to make satisfactory progress in this core intervention will be referred for higher level MTSS interventions.		Limited Development 09/26/2022		
How it will look when fully met:		Full implementation of this objective is evidenced by the inclusion of the intervention block within the master schedule, collaborative team time agendas and minutes, and formative assessment achievement data. Core instruction will be standards-aligned and maintain high levels of rigor and student mastery will be continually assessed using formative assessment data. Formative data and daily performance will be used to identify students in need of additional supports to ensure academic success. Students who demonstrate concept mastery will be provided with enrichment activities to support rigorous academic advancement.			Holly Grissom	06/08/2023

Actions		0 of 7 (0%)		
9/30/22	Collaborative team planning time focuses on unpacking power standards for each unit of instruction.		Susan Chappell	06/08/2023
<i>Notes:</i>				
9/30/22	ERHS Student Services will promote rigorous advancement for students who are NCVPS or dual enrollment students with Randolph Community College to ensure access to courses not offered on campus.		Ryan Brown	06/08/2023
<i>Notes:</i>				
9/26/22	Teachers will evaluate intervention assignments for alignment to current academic needs.		Shawn Garrett	06/09/2023
<i>Notes:</i>				
9/26/22	Classroom teachers will routinely embrace the practice of mastery learning by re-teaching and re-assessing student performance on standards and assignment to fluid intervention blocks as appropriate to ensure mastery learning in ore instruction.		Susan Chappell	06/09/2023
<i>Notes:</i>				
9/26/22	Teachers will evaluate intervention assignments weekly for alignment to current academic needs.		Shawn Garrett	06/09/2023
<i>Notes:</i>				
9/26/22	Students' education plans (IEP, 504, SSTP) are implemented with fidelity by all staff to meet the identified supports for individual students.		Ryan Brown	06/09/2023
<i>Notes:</i>				
9/30/22	Create collaborative planning teams for weekly data-analysis and instructional planning.		Ryan Brown	06/09/2023
<i>Notes:</i> Will re-evaluate and re-align at the semester change.				
A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities.(5118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Limited Development 09/22/2022		
<i>How it will look when fully met:</i>			David Bynum	06/07/2024
At the point of full implementation, ERHS will consistently maintain a positive student learning experience with growth in student				

achievement, by the investment of time and effort in establishing the processes to identify students at risk for failure and to provide differentiation in their instructional delivery to improve understanding. We maintain an effective, well documented monitoring process for student growth using Google docs. Progress monitoring identifies skills that may be in need of being reviewed and retaught. Teachers identify what the instructional focus should be for individuals or small groups who need help. Teachers represent multidisciplinary viewpoints, identify the data to be reviewed and timeframe for a monitoring cycle, and clearly delineate the steps in documenting student progress.

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

9/26/22	Teachers create data-based groups aligned with academic standard performance concerns to enhance instructional planning processes that are tailored to the specific needs of students with disabilities.		David Bynum	06/07/2024
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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
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Initial Assessment:	We provide comprehensive counseling services for all students for emotional well-being as well as academic advisement. We are implementing Advisory Groups that will address practices of inclusiveness to support a positive school culture.	Limited Development 09/22/2022		
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How it will look when fully met:	Teachers use the social and emotional competencies framework, identify opportunities to explicitly teach the vocabulary and practices of social and emotional development and embed opportunities to develop social-emotional competencies in academic instruction. We engage in continuous evaluation of student need, teacher need, and resources within the school community.		Ryan Brown	06/09/2023
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Actions **0 of 3 (0%)**

9/26/22	Student advisory groups meet monthly to support social-emotional learning and collaborative partnerships outside their scheduled class routine.		Dallas Cross	06/08/2023
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9/30/22	Prioritize collaborative team time in the master schedule to allow for sufficient time for teachers to identify opportunities to reinforce social-emotional skills during lessons, and collaborate with social-emotional support staff around how to meet the needs of individual students.		Susan Chappell	06/08/2023	
<i>Notes:</i>					
9/30/22	Use Panorama data to identify the specific social emotional domains in need of support.		Holly Grissom	06/08/2023	
<i>Notes:</i>					
	A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Student support services work in conjunction with our Carolina Advising Counselor to meet with 100% of seniors on multiple occasions throughout their senior year. Advising services are provided for both career and college tracks. Multiple parent nights are held in English and Spanish to engage and involve parents in the process.	Full Implementation 09/23/2022		
	A4.15	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5133)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Student services work in conjunction with Career and Technical Education leadership to provide non-traditional learning experiences including: virtual learning through NCVPS and iLearn, RCC dual enrollment, community service work opportunities, and cooperative partnerships with Apprenticeship Randolph.	Limited Development 09/23/2022		
<i>How it will look when fully met:</i>		Student Services implement a comprehensive plan to increase participation dual enrollment and CTE opportunities. Students apply their academic skills and concepts to real-world problems, and also get to experience those concepts in a hands-on way increasing the student engagement rate for a diverse representation of the student body. These experiences provide all students with more rigorous or discipline-focused course options that may not be available at ERHS.		Lauren Overman	06/07/2024
Actions			0 of 2 (0%)		
9/26/22	ERHS conducts student/parent interest events to increase awareness of Apprenticeship Randolph opportunities.			Lauren Overman	06/07/2024

<i>Notes:</i>							
10/3/22	ERHS Student Services and RCC Liaison will conduct information and advising meetings for parents and students to explore dual enrollment options.				Holly Grissom	06/07/2924	
<i>Notes:</i>							
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)			Implementation Status	Assigned To	Target Date
Initial Assessment:		ERHS hosts a Parent Night for rising 9th graders while in eighth grade on the ERHS campus. Student services and representative teachers visit SERMS prior to registration for their 9th grade year. Eighth graders take Spring tours of ER, and conduct a Freshman Orientation in conjunction with Fall Open House. A College Advisor meets with each senior individually. Student Services assist with Free College Application Week students participate in field trips to community colleges and four-year universities to raise awareness and promote a college culture. The Career Development Coordinator develops Career Plans with all students to promote post-secondary pathways for career/college.			Limited Development 10/04/2021		
How it will look when fully met:		The school implements and evaluates explicit and ongoing plans to support student transitions across grade levels. Incoming students are monitored for early warning indicators and provided appropriate supports, access to highly supportive faculty, interventions, and college/career advising. Transition programs alleviate many student and parent concerns and provide supports for academic success as students transition from middle school to high school and from high school to post-secondary endeavors.				Ryan Brown	05/31/2024
Actions					0 of 7 (0%)		
9/25/22	A college advisor works with students to transition from high school to post-secondary education.					Ryan Brown	06/08/2023
<i>Notes:</i>							
9/25/22	The college advisor conducts college visits and assist students with post-secondary learning opportunities.					Ryan Brown	06/08/2023
<i>Notes:</i> Participation rosters and application rates							

9/25/22	A College Liaison from the community college works with students on course registrations for career and college promise courses and post-secondary plans for community college.		Ryan Brown	06/08/2023
<i>Notes:</i>				
9/25/22	The CDC works students to provide career counseling and create career plans for individual students.		Lauren Overman	06/08/2023
<i>Notes:</i>				
9/25/22	Rising freshmen and their parents participate in Freshmen Orientation, Parent Night, and School Tours.		Lauren Overman	06/08/2023
<i>Notes:</i>				
9/30/22	Freshmen participate in monthly academic advising sessions with student services to assess transition needs and academic achievement in the high school setting.		Ryan Brown	06/08/2023
<i>Notes:</i>				
9/30/22	Freshmen are paired with a junior or senior mentor during intervention time for academic efficacy and social/emotional relationship building.		Tiffany Luck	06/08/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The LEA has an LEA Support and Improvement Team: Cathy Waddell, Assistant Superintendent for Curriculum and Instruction; Larry Chappell, Director of Instructional Support Services/Title II; Shenna Creech, Director of Digital Teaching and Learning; Meredith Weipert, Director of Testing and Accountability/Power School; Beth Davis, Director of Federal Programs; Lynette Graves, Director of Elementary Education; Heather Cox, Director of Exceptional Children; Tammie Abernathy, Director of Middle Schools and Continuous Improvement; David Cross, Director of CTE.	Full Implementation 10/04/2021		
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:	Our Guiding Coalition, comprised of teacher leaders that embody the vision of ERHS routinely evaluate fundamental initiatives that drive student achievement.	Limited Development 09/21/2020		
How it will look when fully met:	The Leadership Team includes the principal, teacher leaders, and other staff aligned to support the mission, vision, and goals of ERHS. The Leadership Team meets a minimum of twice a month to create a collaborative culture of school improvement dialogue. Members of the school community work together effectively and are guided by a common purpose. All members of the community—teachers, administrators, students and their families—share a common vision of what the school should be like.		Susan Chappell	06/08/2023
Actions		0 of 3 (0%)		
9/21/20	The School Improvement Team meets twice monthly to monitor school progress and develop plans to increase the success of the school.		Susan Chappell	06/08/2023
<i>Notes:</i>				
9/21/20	The Administrative Team meets least once a month to discuss school progress and determine next steps toward school achievement.		Susan Chappell	06/08/2023
<i>Notes:</i>				
9/21/22	The Guiding Coalition meets twice a month to assess the implementation of Collaborative Team Time and the effectiveness of the PLC process, as well as the implementation of the intervention block and data analysis.		Holly Grissom	06/09/2023
<i>Notes:</i> Guiding Coalition team agendas, Google spreadsheet containing intervention assignments, data from Check-ins				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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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
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Initial Assessment:	Full implementation is demonstrated through the semester master schedule and samples of lesson plans, collaborative team meeting minutes and agendas.	Full Implementation 09/23/2022		
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:			Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Administrators give feedback from daily walkthrough visits, evaluations, and collaborative team meetings to drive instructional growth and student achievement.	Limited Development 09/25/2022			
<i>How it will look when fully met:</i>		Administration and school leaders work collaboratively to define expectations and processes for team planning and for instructional delivery. Administration monitors the work, meeting with teams, visiting classrooms, reinforcing good practice.		Susan Chappell	06/08/2023	
Actions			0 of 2 (0%)			
	9/30/22	Implement the use an electronic feedback form for walk-through observations.		Holly Grissom	06/08/2023	
		<i>Notes:</i>				
	9/30/22	Pair colleagues to peer observe for collaborative feedback and shared creativity and innovation.		Ross Houston	06/08/2023	
		<i>Notes:</i>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Implementation is evidenced by the utilization of Check-in data and formative data to drive teacher instruction and development of intervention strategies.	Limited Development 06/29/2017			
<i>How it will look when fully met:</i>		Check-in and formative assessment data drives the implementation and redirection of instructional planning and intervention. Collaborative team data points are used to monitor the effectiveness of interventions and determine next steps for instruction. These data sources determine professional development needs and ensure the alignment of interventions to sound core instruction. Additional needs for intervention are identified and appropriately addressed with research-based strategies.		Susan Chappell	06/09/2023	

Actions		0 of 4 (0%)			
9/26/22	Administrative and Leadership Teams analyze data from staff evaluations and feedback from instructional rounds to identify key areas of focus to improve instruction and provide staff development sessions on campus.		Susan Chappell	06/08/2023	
<i>Notes:</i>					
9/26/22	Collect and monitor standards-based assessments. Teachers work collaboratively to develop common standards-based assessments by subject area, using the data from these standards-based assessments to drive instructional decisions. This data drives collaborative team time discussion on intervention strategies and need for revisions to instructional strategies.		Susan Chappell	06/08/2023	
<i>Notes:</i>					
9/26/22	ERHS teachers use check-in and formative assessment data to drive instruction and selection of intervention strategies for students who have not mastered the appropriate content material.		Susan Chappell	06/08/2023	
<i>Notes:</i>					
9/26/22	ERHS Student Services and Administration use EVAAS projection reports, at risk reports, final exam scores, and NCEES reports to drive the creation of the master schedule and individual student schedules.		Ryan Brown	06/08/2024	
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Fully Implemented at the LEA/School level. ERHS reduces the teacher turnover rate by supporting both novice and veteran teachers via strong support programs (Formal BT mentoring, Informal Buddy Mentoring, etc.) and a highly visible and decentralized administrative team. We recruit and maintain highly qualified staff members through networking and supporting a positive growth culture at ERHS. We	Full Implementation 10/04/2021			

provide high-quality professional development opportunities (Making Schools Work, AVID) that promote teacher efficacy, empowerment, and leadership growth opportunities. We strengthen the core ERHS staff by maintaining high expectations layered with high levels of administrative support to promote our positive work culture.

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

	E1.01 ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	All teachers and support staff are expected to maintain a contact log each semester. This log includes the date, time, person contacted, and the purpose of the contact.	Limited Development 09/23/2022		
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<i>How it will look when fully met:</i>	Teachers employ consistent and documented communication strategies that assist in strengthening caregiver academic skill sets. Communication strategies may include face-to-face as well as remote interactions. Teachers assist in bolstering caregiver knowledge about factors that contribute to student success in school and increase instructional advantage. Two-way communication includes frequent progress reports, phone calls, and email messages prior to a quarterly report card. Teachers maintain current grading data and encourage parents to use the Parent Portal for real time data updates. Parents attend school academic and booster events, parent information nights, award programs, and other school-based events to raise comfort and overall engagement between home and school.		Paige Rollins	06/09/2023
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Actions **0 of 3 (0%)**

9/30/22	Student services staff facilitate parent information nights for college and career opportunities.		Ryan Brown	06/08/2023
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Notes: These are conducted in English and Spanish.

9/30/22	District liaison and RCC liaison for English Language Learners host an ESL Parent night to highlight services for English Language Learners in the school and community.		Cindy Hardister	06/08/2023
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Notes: Roxanne Taylor and Isai Robledo to host

9/26/22	The student advocate supports teacher's reciprocal communication with parents by reinforcing attendance through monthly attendance		Kathy Vestal	06/07/2024
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team meetings with students and purposeful follow-up contact with a parent.

Notes:

	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:			ERHS provides multiple opportunities for parent and community involvement, including active booster clubs in athletics, FFA, and cultural arts. Parent information nights are held on academic content throughout the year, communicated through School Messenger phone calls and posted on the school website and school social media sites. Despite these efforts, parent participation continues to be a challenge. Specific detail is given to scheduling of these events to facilitate higher attendance. Multiple events are hosted in both English and Spanish to encourage attendance and increase effectiveness.	Limited Development 10/04/2021		
How it will look when fully met:			Teachers and parents are actively engaged in a partnership with the school to maximize learning opportunities. School leaders and teachers enhance the efficacy of parental involvement by offering advice to parents on the most vital components of voluntary expressions of family engagement, such as setting high expectations and adopting parenting styles that promote positive student outcomes. Reciprocal communication supports student learning and includes: automated phone messages, individual parent calls, parent nights, participation in booster and extra-curricular events, emails, newsletters, and the use of the school website and social media accounts to disseminate information.		Susan Chappell	05/31/2024
Actions				0 of 4 (0%)		
10/4/21	Parents participate in booster events on campus.			Susan Chappell	06/08/2023	
<i>Notes:</i> Samples from booster events can serve as evidence.						
9/25/22	Teachers provide students and parents/guardians with a class syllabus to communicate classroom expectations for daily activities, grading, and behavior.			Shawn Garrett	06/08/2023	
<i>Notes:</i>						
9/25/22	All teachers maintain a parent/guardian contact log throughout each semester.			Shawn Garrett	06/08/2023	

Notes: Semester contact logs will serve as evidence.

9/25/22 The school hosts FAFSA Parent information nights for parents and their senior children to work with counselors and the college advisor to provide accurate information on the FAFSA requirement for postsecondary studies. There are separate nights for English and Spanish families to maximize assistance using appropriate first languages.

Ryan Brown

06/08/2023

Notes:



NCStar/SIP Mandatory Components

School Name: Eastern Randolph 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 are provided with a duty-free lunch period daily. Coverage is provided by administration and teachers who have third block planning.

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 teachers are scheduled with an 84-minute instructional planning block daily for a total of 7 hours of duty-free instructional planning each week. When duties are assigned during planning blocks, they are no longer than 30 minutes in length.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

Student Services faculty visit the middle school during the spring semester to introduce students to course offerings as well as extra-curricular opportunities available in high school. Each eighth grader meets individually with a high school counselor, CDC, or lead teacher for course selection for ninth grade. Rising freshmen and their parents are invited to our campus in late spring for an introduction to our school and a campus tour. Eighth grader students participate in Freshman specific orientation as a part of Open House at the onset of the new school year.