



**Eastern Randolph High School
School Improvement Plan
2023-2024**

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 2024, 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 25.2% to 35.2% by June 2024 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 of appropriate data-based interventions/support strategies to facilitate improvement in the number of students achieving grade level proficiency. (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		Limited Development 09/22/2022		

	re-evaluation over the next two years.			
How it will look when fully met:	Full implementation demonstrates consistent use of procedures and practices that contribute to an inclusive climate and culture. Teachers will provide structured instruction of behavioral expectations for all students. Classroom routines and classroom management strategies become embedded into instruction. Routines and procedures will emphasize proactive, instructive, and/or restorative approaches to student behavior.		Lauren Overman	06/07/2024
Actions		0 of 3 (0%)		
9/25/22	ERHS teachers work collaboratively with students to create classroom norms each semester to promote an inclusive classroom climate conducive to learning.		Paige Rollins	06/07/2024
<i>Notes:</i>				
9/28/23	ERHS teachers work collaboratively with students to create classroom rules to promote an inclusive classroom climate conducive to learning.		Britt Allen	06/07/2024
<i>Notes:</i>				
9/28/23	ERHS teachers work collaboratively with students to practice and implement procedures each semester to promote an inclusive and safe classroom climate conducive to learning.		Joshua Coble	06/07/2024
<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 meet current content standards with ways to adjust instruction to ensure standards are fully implemented and taught. Power standards are identified and unpacked with pre and post assessments developed and implemented with fidelity. Learning activities promote student engagement and critical thinking, and scaffold material to allow for student mastery. Continuous analysis of student data/formative assessments is used to redefine strategies for learning and to identify the appropriate interventions needed to ensure student success. Units include necessary modifications needed to support all students, including special populations.		Paige Rollins	06/13/2025
Actions		2 of 3 (67%)		
9/25/22	ERHS Collaborative Teams meet weekly to identify and unpack a minimum of 3 essential standards.	Complete 06/02/2023	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.	Complete 06/02/2023	Paige Rollins	06/08/2023
<i>Notes:</i>				
9/24/23	ERHS Collaborative Teams have been restructured and meet weekly to develop data-driven common formative assessment practices that focus on the essential standards identified by the team. Teams with substitutes meet both vertically and subject specific.		Heather Richards	06/13/2025
<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
Initial Assessment:		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 are 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		Adrienne Haley
				06/13/2025

		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.			
Actions			0 of 3 (0%)		
9/26/22	Collaborative teams meet weekly to evaluate formative assessment data to guide instructional planning.			Cecil Mock	06/09/2024
<i>Notes:</i>					
9/28/23	Provide substitute coverage for EOC teachers to have two professional development days for data analysis and instructional planning.			Ross Houston	06/09/2024
<i>Notes:</i>					
9/28/23	Solution Tree Coaches meet with EOC teachers and administration to provide support and strategies to improve collaborative instructional planning.			Britt Allen	06/13/2025
<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 providing not only supplemental services defined in their IEP but also general education interventions that all students receive.	Limited Development 09/23/2022		
<i>How it will look when fully met:</i>		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.		Dustin Ritter	06/13/2025
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.		Cindy Teague	06/13/2025
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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
<i>Initial Assessment:</i>		Eastern Randolph High School 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 are referred for higher level MTSS interventions.	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		Full implementation of this objective demonstrates inclusion of the intervention block within the master schedule, collaborative team time agendas and minutes, and formative assessment achievement data. Core instruction is standards-aligned and maintain high levels of rigor and student mastery is continually assessed using formative assessment data. Formative data and daily performance is used to identify students in need of additional supports to ensure academic success. Students who demonstrate concept mastery are provided with enrichment activities to support rigorous academic advancement.		Holly Grissom	06/11/2024
Actions			7 of 11 (64%)		
9/30/22		Collaborative team planning time focuses on unpacking power standards for each unit of instruction.	Complete 06/08/2023	Susan Chappell	06/08/2023
<i>Notes:</i>					
9/30/22		ERHS Student Services 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.	Complete 06/08/2023	Ryan Brown	06/08/2023
<i>Notes:</i>					
9/26/22		Teachers evaluate intervention assignments for alignment to current academic needs.	Complete 06/09/2023	Cecil Mock	06/09/2023

		<i>Notes:</i>			
9/26/22	Classroom teachers 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.	Complete 06/10/2023	Susan Chappell	06/09/2023	
		<i>Notes:</i>			
9/26/22	Teachers evaluate intervention assignments weekly for alignment to current academic needs.	Complete 06/09/2023	Cecil Mock	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.	Complete 06/09/2023	Ryan Brown	06/09/2023	
		<i>Notes:</i>			
9/30/22	Collaborative planning teams meet weekly for data-analysis and instructional planning.	Complete 06/09/2023	Ryan Brown	06/09/2023	
		<i>Notes:</i> Will re-evaluate and re-align at the semester change.			
9/24/23	Teachers will evaluate intervention assignments for alignment to current academic needs.		Paige Rollins	06/11/2024	
		<i>Notes:</i>			
9/24/23	Teachers will evaluate intervention assignments weekly for alignment to current academic needs.		Lauren Overman	06/11/2024	
		<i>Notes:</i>			
9/24/23	Routinely conduct weekly collaborative planning meetings for data-analysis and instructional planning.		Cecil Mock	06/11/2024	
		<i>Notes:</i>			
10/5/23	Within the 2023-2024 school year, our school will implement the following evidence based intervention, use of HD Word reading curriculum support as well as small group intervention support, to increase the overall performance of students with disabilities.		Cindy Teague	06/11/2024	
		<i>Notes:</i>			
	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>		Meetings are conducted monthly to ensure the specific needs of	Limited Development 09/22/2022		

		students with disabilities are being met and are aligned with IEP goals.			
How it will look when fully met:		Eastern Randolph High School maintains a positive student learning experience with growth in student achievement, an investment of time and effort in establishing the processes to identify students at risk for failure, and 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.		Tony Southard	06/07/2024
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.		Cindy Hardister	06/07/2024
<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
Initial Assessment:				Limited Development 09/22/2022	
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	06/13/2025
Actions			3 of 5 (60%)		
	9/26/22	Student advisory groups meet monthly to support social-emotional	Complete 06/08/2023	Dallas Cross	06/08/2023

	learning and collaborative partnerships outside their scheduled class routine.				
<i>Notes:</i>					
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.	Complete 06/08/2023	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.	Complete 06/08/2023	Holly Grissom	06/08/2023	
<i>Notes:</i> The district has discontinued the use of Panorama.					
9/24/23	Embed advisory sessions into weekly intervention blocks alongside the continued school wide development of AVID including 9th and 10th grade cohorts.		Dallas Cross	06/11/2024	
<i>Notes:</i>					
9/28/23	Conduct professional development on AVID instructional strategies on district early release professional development days.		Dallas Cross	06/11/2024	
<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. English 1 and World History utilize Pre-AP curriculum frameworks.	Limited Development 09/23/2022		

How it will look when fully met:		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 Eastern Randolph High School.		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	06/07/2024
<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
Initial Assessment:		Eastern Randolph High School hosts a Parent Night for rising 9th graders while in eighth grade on the ERHS campus. Student services and representative teachers visit Southeastern Randolph Middle School prior to registration for their 9th grade year. Eighth graders take Spring tours of ERHS, 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		Ryan Brown	06/07/2024

	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.			
Actions		7 of 8 (88%)		
9/25/22	The college advisor works with students to transition from high school to post-secondary education.	Complete 06/08/2023	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.	Complete 06/08/2023	Ryan Brown	06/08/2023
	<i>Notes:</i> Participation rosters and application rates			
9/25/22	The 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.	Complete 06/08/2023	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.	Complete 06/08/2023	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.	Complete 06/08/2023	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.	Complete 06/08/2023	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.	Complete 06/08/2023	Ryan Brown	06/08/2023
	<i>Notes:</i>			
9/24/23	ERHS will partner with Teach for America and Toyota to utilize Future Forward Coaches to support post-secondary pathways.		Susan Chappell	06/13/2025
	<i>Notes:</i> This is a new partnership, set to launch in November 2023.			

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:		Our Guiding Coalition, comprised of teacher leaders that embody the vision of Eastern Randolph High School, 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	06/11/2024
Actions			3 of 4 (75%)		
	9/21/20	The School Improvement Team meets twice monthly to monitor school progress and develop plans to increase the success of the school.	Complete 06/08/2023	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.	Complete 06/08/2023	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.	Complete 06/08/2023	Holly Grissom	06/08/2023
		<i>Notes:</i> Guiding Coalition team agendas, Google spreadsheet containing intervention assignments, data from Check-ins			
	9/24/23	The Guiding Coalition is restructured to address areas of Teacher Turnover. New members are included and continued work on the goals will continue.		Ross Houston	06/11/2024
		<i>Notes:</i>			

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
<i>Initial Assessment:</i>		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		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<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		
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<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	06/13/2025
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Actions			2 of 3 (67%)		
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9/30/22	Implement the use an electronic feedback form for walk-through observations.	Complete 06/08/2023	Holly Grissom	06/08/2023
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<i>Notes:</i>					
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9/30/22	Pair colleagues to peer observe for collaborative feedback and shared creativity and innovation.	Complete 06/08/2023	Ross Houston	06/08/2023
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<i>Notes:</i>					
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9/24/23	Administration will implement the use of a revised walk-through form that provides immediate feedback for teachers.		Cecil Mock	06/13/2025
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<i>Notes:</i>					
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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	Implementation Status	Assigned To	Target Date
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		needs.(5159)			
Initial Assessment:		Implementation is evidenced by the utilization of Check-in data and formative data to drive teacher instruction and development of intervention strategies and increased student achievement.	Limited Development 09/29/2023		
How it will look when fully met:		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	06/11/2024
Actions			2 of 6 (33%)		
9/29/23	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.	Complete 06/08/2023	Lauren Overman	06/08/2023	
<i>Notes:</i>					
9/29/23	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.	Complete 06/08/2023	Ryan Brown	06/08/2023	
<i>Notes:</i>					
9/29/23	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.		Heather Richards	06/11/2024	
<i>Notes:</i>					
9/29/23	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	06/11/2024	

<i>Notes:</i>				
9/29/23	Teacher plan collaboratively using check-in data to drive both instructional planning for the classroom but also interventions.		Tony Southard	06/11/2024
<i>Notes:</i>				
9/29/23	Provide uninterrupted planning days for EOC teachers twice a year utilizing support funding from curriculum and instruction.		Cecil Mock	06/11/2024
<i>Notes:</i>				

Core Function:	Dimension D - Planning and Operational Effectiveness			
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Effective Practice:	Resource Allocation			
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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>		We are implementing the use of HD Word in our content support classes. Our new EC teacher is being trained on September 12, 2023. Counselors work collaboratively with EC teachers to strategically schedule students in order to place students with the most appropriate supports to match their individual needs. All substitutes in EC classes are supervised buy a teacher with their EC license. EC Program Facilitators (District Office Staff) are supporting current EC staff and substitutes with content service delivery. Monthly CTT meetings involving District and local staff are conducted to review and discuss student data, along with ways to support staff and students.	Limited Development 09/24/2023		
<i>How it will look when fully met:</i>		Full implementation demonstrates an increase in both growth and proficiency for students with disabilities. HD Word data reports, IEP progress reports, and student formative and summative data shows an increase in student achievement. We continue to recruit and retain highly-qualified EC teachers.		Cindy Teague	06/13/2025
Actions			0 of 3 (0%)		
10/5/23	Within the the 2023-2024 school year, our school identified the following resource inequity, students with disabilities, as a result our			Cindy Teague	06/11/2024

	school plans to mitigate this inequity by providing high-quality professional opportunities for EC teachers and comprehensive training for new hires.			
<i>Notes:</i>				
9/24/23	Post and monitor vacancies through the Talent Hire portal, conducting interviews to hire highly-qualified EC staff.		Cecil Mock	06/13/2025
<i>Notes:</i>				
9/24/23	Attend hiring events/job fairs and network to promote ERHS and fill vacant positions.		Susan Chappell	06/13/2025
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<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		
<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	06/11/2024
Actions			3 of 4 (75%)		
9/26/22		The student advocate supports teacher's reciprocal communication with parents by reinforcing attendance through monthly attendance team meetings with students and purposeful follow-up contact with a parent.	Complete 06/08/2023	Kathy Vestal	06/08/2023

<i>Notes:</i>						
9/30/22	Student services staff facilitate parent information nights for college and career opportunities.		Complete 06/08/2023	Ryan Brown	06/08/2023	
<i>Notes:</i> 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.		Complete 06/08/2023	Cindy Hardister	06/08/2023	
<i>Notes:</i> Roxanne Taylor and Isai Robledo to host						
9/24/23	Conduct AVID parent nights to showcase student growth and progress through the AVID curriculum.			Paige Rollins	06/11/2024	
<i>Notes:</i>						
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Eastern Randolph High School 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		
<i>How it will look when fully met:</i>			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	06/11/2024

Actions		4 of 5 (80%)		
10/4/21	Parents participate in booster events on campus.	Complete 06/08/2023	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.	Complete 06/08/2023	Lane Moore	06/08/2023
<i>Notes:</i>				
9/25/22	Teachers maintain a parent/guardian contact log throughout each semester.	Complete 06/08/2023	Lane Moore	06/08/2023
<i>Notes:</i> Semester contact logs will serve as evidence.				
9/25/22	Host 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.	Complete 06/08/2023	Ryan Brown	06/08/2023
<i>Notes:</i>				
9/24/23	The Leadership Randolph partnership with ERHS will provide increased interaction between the school and community to promote CTE and provide funds for equipment for the masonry program.		Dustin Ritter	06/11/2024
<i>Notes:</i>				



School: Eastern Randolph High School

School Year: 2023-2024

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

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

Committee Position	Typed Name	Signature	Date
Principal	Susan Chappell		9/25/2023
Process Manager/AP	Holly Grissom		9/25/2023
Assistant Principal	Cecil Mock		9/25/2023
Cultural Arts	Britt Allen		9/25/2023
EC Teacher	Cindy Teague		9/25/2023
Parent Representative	Nicole Cox		9/25/2023
Physical Education	Josh Coble		9/25/2023
English/AVID	Dallas Cross		9/25/2023
ESL Teacher	Cynthia Hardister		9/25/2023
Media Specialist	Ross Houston		9/25/2023
Data Manager	Adrienne Haley		9/25/2023
CTE-AG	Dustin Ritter		9/25/2023
Science	Karen Smith		9/25/2023
Career Development	Lauren Overman		9/25/2023
English	Paige Rollins		9/25/2023
JROTC	Tony Southard		9/25/2023
Math	Daniel Ritter		9/25/2023
CTE-Business	Heather Richards		9/25/2023
History Teacher	Lane Moore		9/25/2023
Counselor	Ryan Brown		9/25/2023



NCStar/SIP Mandatory Components

School Name: Eastern Randolph 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 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.