



**The Virtual Academy at Randolph
School Improvement Plan
2022-2023**

Comprehensive Progress Report

Mission:

The mission of the Virtual Academy @ Randolph is to provide a positive, personalized learning experience to meet each student's educational and social emotional needs via a virtual format. We also make it our priority to teach digital citizenship via classroom communities that teach students how to appropriately engage and communicate in the virtual setting.

Vision:

To serve students who seek an alternative to a brick and mortar educational setting by providing a virtual opportunity taught by certified teachers who lead students through a personalized virtual education that reaches every student and every need.

Goals:

By the end of the 2022-23 school year, the math proficiency composite scores for the Virtual Academy at Randolph will increase from to 16.8% to 50% as measured by the North Carolina End of Grade exam.

By the end of the 2022-23 school year, the reading proficiency composite scores for the Virtual Academy at Randolph will increase from to 24.4% to 50% as measured by the North Carolina End of Grade exam.

By the end of the 2023-24 school year, 100% of teachers will engage in the MTSS process through their active participation in weekly structured Collaborative Team Time (CTT) where they will focus on collecting and reflecting on data to create classroom interventions that meet the needs of students in core, supplemental, and intensive levels as measured by administration performing weekly quality checks of CTT meeting minutes to assess if process was followed to fidelity.

By the end of the 2023-24 school year, 100% of core subject teachers will plan, create, and schedule monthly common formative assessments that will guide small group/MTSS interventions as measured by administration performing weekly quality checks of CTT meeting minutes to assess if process was followed to fidelity.



! = Past Due Objectives KEY = Key Indicator

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

A1.04		ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		For the 2022-23 school year, VAR is placing emphasis on increased engagement in professional collaboration about identifying performance-based assessments, scoring them consistently, and using the results to improve instruction and monitor student growth. We have identified and committed to a school-wide use of performance-based assignments and assessments throughout the curriculum and throughout the school year. Staff are tasked with working collaboratively during their CTT in order to identify the methods and criteria for monitoring the success of this strategy. We have also initiated a plan to clearly and visibly communicate within our departments and school-wide community the achievement of students on performance-based assignments and assessments.	Limited Development 09/23/2022		
<i>How it will look when fully met:</i>		By the end of the 2022-23 school year, we will have seen consistent engagement from all staff on our school-wide emphasis on professional collaboration to identifying performance-based assessments, score them consistently, and use the results to improve instruction and monitor student growth. All staff will have demonstrated use of our identified and committed to our school-wide use of performance-based assignments and assessments throughout the curriculum and throughout the school year. Staff will have evidenced their consistent efforts to work collaboratively during their Collaborative Team Time in order to identify the methods and criteria for the ongoing monitoring the success of this strategy. We will also have evidence of the consistent use of our established plan to clearly and visibly communicate within our departments and school-wide community the achievement of students on performance-based assignments and assessments.		Lane Vecellio	08/31/2023
Actions					
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		Nine of our 13 content teachers are experienced teachers; thus, understand how to employ effective classroom management strategies in a brick and mortar setting. This being the first year of The Virtual Academy @ Randolph-our purpose behind choosing this goal is to transfer our knowledge about the	Limited Development 08/30/2021		

	importance of effective classroom management and apply it to the virtual classroom.				
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Teachers and staff teach and model what appropriate classroom engagement looks like verses a list of what not to do. As a Virtual Academy, a crucial element in classroom management is cultivating a culture of trust between the teacher and students and the teacher and our and families. We consider this indicator fully met as evidenced by:</p> <ul style="list-style-type: none"> • All staff and students successfully implement and demonstrate knowledge of Google calendars • Morning meetings used daily to enforce time and task management and a mini social emotional check-in • Consistent use of visual cues that reiterate norms, standing operating procedures for virtual learning, and daily tasks • Majority of our students continuously engage in live lessons with cameras on and active participation through using the hand raising tool and the appropriate use of chat and other interactive tools (whiteboards, jamboard, padlet, etc). 		Lane Vecellio	06/03/2023	
Actions			2 of 4 (50%)		
8/30/21	Teachers will create an individual teacher resource page that is linked to the Virtual Academy @ Randolph school website. The resource page will include contact information, Class Dojo connect information, office hours, curriculum resources, curriculum topics and timeline, and virtual norms and expectations to ensure a safe and orderly virtual classroom.		Complete 11/01/2021	Sheba Ricks- Technology Technician	11/01/2021
<i>Notes:</i>					
8/30/21	Teachers will clearly communicate, practice, and model effective communication in a virtual classroom setting.		Complete 05/10/2022	Lane Vecellio	05/31/2022
<i>Notes:</i> Practicing these norms and making them routine is what makes this goal time-consuming. Students need to learn a new virtual set of rules of engagement.					
8/4/22	Staff members will make and document (Parent Contact Log) at least one positive praise phone call per month.			Sheba Ricks	01/31/2023
<i>Notes:</i>					
8/30/21	Teachers will consistently use Class Dojo "Messaging" as a tool to communicate appropriate virtual norms, praise students for using appropriate virtual norms, and notify parents when students are not engaging in the virtual classroom appropriately. Additionally, teachers will consistently utilize Class Dojo "Skills"			Lane Vecellio	05/25/2023

	as a tool to provide immediate behavior feedback (positive and needs improvement).			
<i>Notes:</i>				
Implementation:		05/10/2022		
Evidence	5/10/2022 https://drive.google.com/drive/folders/1HhiSnuiQhkCaDGmTOUMhAscchoHhtP-m?usp=sharing			
Experience	5/10/2022 VAR staff worked together to establish, teach, model, and reinforce virtual learning norms and expectations.			
Sustainability	5/10/2022 VAR staff will continue to make any tweaks necessary for 2022-23 based on what we have learned thus far. We will continue to utilize virtual bootcamp and morning meetings to ensure consistent, school-wide rollout.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
Initial Assessment:		For the 2022-23 school year, VAR has leadership has established what evidence they will utilize to determine whether instructional teams are meeting routinely, at least weekly and utilizing the identified template/guide for meeting goals for each week of the month. VAR leadership has built into the daily matrix protected time for CTT meetings to include the full elementary team (including their EC teacher) and the full middle school team (including their EC teacher) and provided the mentioned template to guide weekly goals for collaborative work during these meetings. Leadership has dedicated time throughout the school year to join CTT meetings. Leadership has dedicated time to review CTT minutes weekly to provide immediate feedback/seek any needed clarifications. Teams have been tasked with the expectation to consistently engage in common and collaborative planning of lesson/units/assessments, as well as, reflection/assessment around how it went in order to determine what students did well, where they struggled, and what can be done differently? CTT minutes will evidence discussion around whether or not one teacher had greater success than another and what did that teacher do that was different or that another teacher could try? There will be a climate of collaboration and support, allowing	Limited Development 09/23/2022		

	collegial interaction to help all teachers hone their skills, get the support and reinforcement they need, and learn from one another.			
How it will look when fully met:	By the end of the 2022-23 school year, there will be evidence that VAR leadership has utilized evidence to determine whether instructional teams are meeting routinely, at least weekly and utilizing the identified template/guide for meeting goals for each week of the month, that leadership has joined CTT meetings, and reviews CTT minutes weekly to provide immediate feedback/seek any needed clarifications. There will be evidence that teams have consistently engaged in common and collaborative planning of lesson/units/assessments, as well as, reflection/assessment around how it went in order to determine what students did well, where they struggled, and what can be done differently? CTT minutes will evidence discussion around whether or not one teacher had greater success than another and what did that teacher do that was different or that another teacher could try? There will be a climate of collaboration and support, allowing collegial interaction to help all teachers hone their skills, get the support and reinforcement they need, and learn from one another.		Jamie Chriscoe	12/31/2023
Actions				
<i>Notes:</i>				
	A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To
Initial Assessment:		Currently principal uses a walk through Google Form to provide immediate feedback after classroom walk-throughs. It is a district expectation that principals spend a minimum of two hours in classrooms daily. The principal schedules walk throughs to ensure the minimum time is spent in classrooms and offering intentional feedback via observation tool. Observing classrooms and reviewing lessons will be routine for the principal.	Limited Development 09/23/2022	
How it will look when fully met:		By the end of the 2022-2023 school year, the principal documentation of consistent presence in virtual classrooms, documentation of consistent walk through feedback, and documentation of time spent reviewing and reflecting on teachers' lesson plans.		Justine Carter
				06/12/2023
Actions			0 of 4 (0%)	
	9/23/22	Create a Google Form that provides teachers immediate lesson plan feedback.		Suzanne Sidden
<i>Notes:</i>				
				10/31/2022

9/23/22	Create a walk through tool that offers teachers immediate feedback on the observed lesson.		Sheba Ricks	10/31/2022	
<i>Notes:</i>					
9/23/22	Principal will review lessons weekly and complete lesson plan feedback form.		Justine Carter	06/12/2023	
<i>Notes:</i>					
9/23/22	Principal will provide intentional and meaningful feedback and guidance related to instructional practices via the walk-through tool and/or participation in Collaborative Team Time (CTT) weekly.		Justine Carter	06/12/2023	
<i>Notes:</i>					
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>2022-2023: Teachers are responsible for creating course content (that aligns to NC State Standards as well as RCSS pacing guide expectations) via Canvas. Our staff will work with Research Triangle Institute (RTI) on building effective course content and the layout of the Canvas courses to maximize student success and student engagement. Teacher lesson plans will be reviewed every Friday as a way to monitor course content. Our master schedule was also revised to include common planning for all teachers; therefore, creating opportunities for EC teachers to attend Collaborative Team Time with core teachers.</p> <p>2021-2022: The Pearson prescribed curriculum is a national curriculum; therefore, teachers must align the Pearson curriculum to RCSS pacing guides and NC state standards. This process requires teachers to review their entire Pearson course, restructure where standards and pacing do not match, and create new assignments and/or assessments to ensure NC state standards are being taught and assessed.</p>	No Development 08/30/2021		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Full implementation will result in teacher-driven Collaborative Team Time (CTT) centered around NC standards and Randolph County School System pacing guides. Currently, CTTs are required; however, full implementation will demonstrate that teachers see the benefits of meaningful CTTs that are curriculum and data driven. Teachers initiate common planning time which results in common formative assessments, pre and post tests, learning activities selected for each grade level designed to scaffold learning for the next grade		Erin Luther	12/15/2023

	level (vertical planning), as well data driven interventions. All activities planned from CTTs will be housed in the VAR Canvas Content shared drive.			
Actions		2 of 4 (50%)		
8/30/21	All teachers routinely post NC Standards and Learning Targets on their Pearson Landing Page.	Complete 05/10/2022	Jamie Chriscoe	01/15/2022
<i>Notes:</i>				
8/4/22	Teachers will load all course content into The Virtual Academy @ Randolph's Shared Drive in the assigned grade level folder.		Sarah Barnes	06/08/2023
<i>Notes:</i>				
8/4/22	Teachers will participate in CTT weekly and engage in the specific criteria for each week to fidelity. This will include planning standards-based lessons, creating and scheduling standards-based assessments, inputting assessment data in assigned data sheet, discussing students who require interventions, and updating the MTSS inventory spreadsheet.		Jamie Chriscoe	09/30/2023
<i>Notes:</i>				
8/30/21	Plan specific learning activities, formative assessments, pre and post tests routinely during Collaborative Team Time. These activities are used to guide small group instruction. Teachers will routinely discuss criteria for mastery during CTTs as well.	Complete 05/10/2022	Justine Carter	06/01/2122
<i>Notes:</i>				
Implementation:		05/10/2022		
Evidence	5/10/2022 https://drive.google.com/drive/folders/1CqkiWy0L46eYDU1-caS0X5HxfNqZMHCv?usp=sharing			
Experience	5/10/2022 VAR SIT team worked to develop, teach to all staff, and monitor "non-negotiables" for teacher landing pages and individual teacher websites.			
Sustainability	5/10/2022 These expectations will be tweaked for 2022-23 based on what we learned from this year. A similar process will be used - SIT will be responsible to finalize, roll-out to all staff, and monitor.			
A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date

Initial Assessment:	For the 2022-23 school year, VAR increased accountability in lesson plans through requiring them to be submitted in the shared drive lesson plan folder by 3pm each Friday. The data manager checks this folder each Friday to ensure every teacher has uploaded his/her lesson plans for the following week. Principal has scheduled time on each Monday morning to review lesson plans and provide immediate and individual feedback to each teacher via a google form.	Limited Development 09/23/2022		
How it will look when fully met:	By the end of the 2022-23 school year, there will be evidence of consistent engagement in the established plant to increase accountability in lesson plans through requiring them to be submitted in the shared drive lesson plan folder by 3pm each Friday. The data manager weekly checks will be documented for the entire school year in a google sheet, as will principal's weekly lesson plans review individual feedback to each teacher. These evidences will also demonstrate that teachers received and applied feedback around expectations for weekly lesson plan content and feel comfortable and confident in consistently meeting these expectations.		Justine Carter	08/31/2023
Actions				
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment				
Effective Practice:	Data analysis and instructional planning				
	A3.09	All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At the begining of the 2022-23 school year, new expecations, tools, and tracking forms were implemented with all staff around providing differentiated instruction in order to best address diverse academic needs within their classrooms. Administration is performing weekly lesson plan reviews and providing immediate feedback via a Google form. Administration is also completing weekly quality checks of Collaborative Team Time (CTT) minutes and providing immediate feedback and/or reponse to questions to help ensure these processes are being completed efficiently, effectively, and with fidelity.	Limited Development 08/08/2022		
How it will look when fully met:		All teacher will be providing differentiated instruction in order to best address diverse academic needs within their classrooms. Ongoing formative assessment		Justine Carter	08/31/2023

	and a willingness to continually evolve instructional plans are keys to successful differentiation. Teachers feel comfortable, skilled, and empowered to differentiate instructional content, processes, and products for their students; they would also be encouraging effort, persistence, and structure learning environments to meet student needs as necessary. Teachers would be using appropriate digital tools that incorporate formative assessment, are standards-aligned, and provide for multiple skill levels in order to enhance teachers' capacity to provide differentiated instruction (iReady in middle school and MClass/HMH for elementary).			
Actions		0 of 3 (0%)		
8/8/22	Middle school teachers will use iReady interventions during small group instruction. Data from iReady interventions will drive monthly re-grouping of small groups.		Rachel Cashatt	01/31/2023
<i>Notes:</i>				
8/8/22	Teachers will use a wide variety of teaching tools (white boards, jamboards, composition notebooks, Kami, math manipulatives, and other digital tools) to differentiate instruction and actively engage all students.		Sarah Barnes	02/28/2023
<i>Notes:</i>				
8/8/22	Elementary teachers will use LETRS training to differentiate guided reading tasks.		Rebecca Riggs	08/31/2023
<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:		<p>2022-2023: Based on the FAM-S Scoring Summary, our focus for this school year will be collecting and documenting relevant data, creating and implementing evidence based interventions during allotted small group time, and continuously monitoring students in the MTSS process on our MTSS inventory spreadsheet.</p> <p>2021-2022: Currently all policies, procedures, LMS's, students, and staff are new due to this being the opening year of The Virtual Academy @ Randolph. One of our school PDP goals is to address a multi-tiered system of support. All classroom staff will collect and review data to guide instruction and small</p>	Limited Development 09/06/2021		

	groups. All classroom staff will review data in PLTs and discuss interventions to meet the needs of students in various tiers.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	When fully implemented an MTSS team will be established and meet regularly. Collaborative Team Time (CTT) will occur to fidelity (once a week) and include data discussion/data reflection as well and developing interventions based on data and student need. Evidences of full implementation include: MTSS meeting agenda and minutes, CTT minutes, PDP conferences (MTSS is a Professional Development Plan school wide goal), classroom walk through data, teacher evaluation data, data notebook/data folder reflections, and dept data presentations.		Jamie Chriscoe	11/08/2024
Actions		3 of 6 (50%)		
9/6/21	Create an MTSS team comprised of a variety of staff members (included MTSS coach and MTSS asst. coach)	Complete 10/18/2021	Justine Carter	10/18/2021
	<i>Notes:</i>			
9/6/21	Create PLT folder that is shared with all staff that includes a PLT template that focuses on data, progress monitoring, and interventions.	Complete 10/18/2021	Justine Carter	10/20/2021
	<i>Notes:</i>			
9/6/21	Create expectations and schedule department data presentations.	Complete 10/29/2021	Justine Carter	10/30/2021
	<i>Notes:</i>			
9/6/21	Teachers will utilize the CTT template and weekly criteria to engage in the CTT process (plan, create, discuss, and reflect) to fidelity.		Justine Carter	06/09/2023
	<i>Notes:</i>			
8/4/22	The MTSS team will meet monthly to discuss data and review MTSS inventory sheet. MTSS Problem Solving team collaborate with teachers to support creating evidence based interventions.		Lane Vecellio	08/30/2023
	<i>Notes:</i>			
9/6/21	Teachers routinely utilize the data spreadsheets (located in the Data Templates Shared Drive Folder) to update, monitor, and drive instruction and interventions. Data spreadsheets are linked in the data section of the CTT template.		Sarah Barnes	08/30/2023
	<i>Notes:</i>			

Implementation:			05/18/2022		
Evidence			5/18/2022		
Experience			5/18/2022 MTSS team was established and trained together throughout the year to consistently implement all tiers.		
Sustainability			5/18/2022 Continued PD for MTSS team and schoolwide on appropriate interventions and consistent data school-wide.		
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:			No Development 09/06/2021		
<p>At the beginning of the 2022-23 school year, VAR implemented new expectations that teachers will utilize True North Time (TNT) for SEL lessons. TNT is our school's name for our morning meetings.</p> <p>2021-2022: Not only is this the first year of the Virtual Academy @ Randolph, it is the first virtual option in our county. All of our students, and their needs, are new to us this year. Many students choose virtual for a variety of social and emotional needs; thus, implementing SEL lessons and SEL time within the day is a high priority to address every student and every need. Our master matrix has allotted time in the day for these lessons to occur; however, because all our staff was hired after July 1-we did not have time to plan these lessons prior to the beginning the school year. Planning for these lessons will happen throughout the 2021-2022 school. Next year our SEL time will be planned prior to the start of school.</p>					
How it will look when fully met:				Jamie Chriscoe	11/30/2022
<p>Full implementation will result in safe, structured virtual classrooms. Teachers clearly communicate daily norms, expectations, practices, and procedures that ensure virtual classrooms are, indeed, a safe learning environment. Teachers have an established rapport with students built on trust. Teachers and students communicate regularly and students know how to engage in virtual learning respectfully with the teacher as well as other classmates. Teachers will plan and collaborate with Student Services to incorporate intentional SEL lessons based on students' needs. Through meaningful data collection, teachers will create behavioral interventions designed to meet individual student's social and emotional needs.</p>					
Actions			1 of 3 (33%)		

9/6/21	Continuously teach and model for students how to advocate for their needs and request "Breakout Session or Cool Down"	Complete 05/18/2022	Christina Overcash	06/10/2022	
<i>Notes:</i>					
9/6/21	Create SEL curriculum to include the lessons delivered by Counselor and additional resources.		Jamie Chriscoe	11/09/2022	
<i>Notes:</i>					
8/4/22	Staff will use True North Time (VAR's version of a morning meeting) to incorporate SEL practices (ie-Zones of Regulation).		Stephanie Huff	02/03/2023	
<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	Target Date
<i>Initial Assessment:</i>		<p>2022-2023: We have established a rapport with feeder schools to help our students transition successfully. We will also have specific orientations to help new virtual learners and families adjust to the virtual learning environment.</p> <p>2021-2022:Being a new school with all new staff and stakeholders-this is a goal that we can address towards the end of the school when we plan for our students to transition from grade to grade and/or level to level.</p>	No Development 09/06/2021		
Priority Score: 1		Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		Full Implementation will occur when orientation sessions for Kindergarteners, 1st-5th graders, 6th graders, and 7th-8th graders. Student Services works with feeder school counselors to assist rising 9th graders in transitioning back to brick and mortar assigned domicile school. An established parent orientation session is presented prior to the start of the school year and parents demonstrate a clear understanding of what it means to be the "learning coach" at home and their role in assisting their child through the virtual learning process. Teachers implement virtual boot camp norms and expectations the first week of school to establish and reinforce what it means to be an effect virtual learner.		Jamie Chriscoe	08/21/2023
Actions			1 of 5 (20%)		
10/18/21	Teachers will use virtual boot camp to support students and families as they transition to virtual learning.	Complete 09/15/2022	Lane Vecellio	09/30/2022	

<i>Notes:</i>				
9/6/21	Create a rising kindergarten virtual interest and orientation session.		Sheba Ricks	02/03/2023
<i>Notes:</i>				
9/6/21	Create and promote elementary virtual interest and orientation session.		Sheba Ricks	02/03/2023
<i>Notes:</i>				
9/6/21	Create 6th-8th grade interest and orientation session for Virtual Academy @ Randolph.		Sheba Ricks	02/03/2023
<i>Notes:</i>				
9/6/21	Reach out to local HS school counselors and schedule virtual or live field trips to RECHS and feeder schools for current 8th graders.		Jamie Chriscoe	03/20/2023
<i>Notes:</i>				
Implementation:		05/18/2022		
Evidence	5/18/2022			
Experience	5/18/2022 VAR staff discussed in multiple leadership meetings and PLT meetings the importance of supporting smooth and successful transitions into virtual learning, and ways to retain and grow our student body.			
Sustainability	5/18/2022 Vertical alignment, meet the teacher for next grade, summer to-do skills calendar			

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:	RCSS has an established LEA and LEA Support and Improvement Team comprised of the following: Cathy Waddell, Assistant Superintendent for Curriculum and Instruction Cathy Waddell, Secondary Education/ESL Larry Chappell, Director of Director of Instructional Support Services/Title II Shenna Creech, Director of Digital Teaching and Learning		Full Implementation 09/06/2021		

			<p>Meredith Weirpert, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Heather Cox, Director of Exceptional Children</p> <p>Tammie Abernethy, Director of Middle Schools and Continuous Improvement</p> <p>David Cross, Director of CTE</p> <p>The Virtual Academy @ Randolph has an established School Improvement Team comprised of the following:</p> <p>Principal-Justine Carter</p> <p>Counselor-Jamie Chriscoe</p> <p>K/1 Teacher-Lance Vecellio</p> <p>4/5 Teacher-Sarah Barnes</p> <p>6-8 Science Teacher-Erin Luther</p> <p>EC Teacher-Stephanie Huff</p> <p>Music/Art Teacher-Suzanne Sidden</p> <p>Media/Technology Technician-Sheba Ricks</p> <p>Parent Representative-Shannon Graves</p> <p>Each department annually nominates a department member to serve on the School Leadership team.</p>			
	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
<i>Initial Assessment:</i>			<p>2022-2023: We will continue to meet monthly for SIT, Dept. Chair, and MTSS as well as adding a weekly leadership team meeting.</p> <p>2021-2022:Being a brand new school with all new staff and new stakeholders it is paramount to develop leadership teams on campus to create opportunities for teacher leadership and teacher efficacy. The expectation to create the following has been created: PLTs, SIT, Dept Mtgs, and MTSS team.</p>	Limited Development 09/06/2021		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Full Implementation occurs when meeting dates for the year are created and added to the master calendar prior to the start of school. A Shared Drive is created and organized to house all meeting dates, meeting templates, meeting minutes, etc. Shared Drive training occurs multiple times throughout the year to ensure all staff understands where all documentation, and school information is located. All leadership teams establish and implement meeting norms routinely to ensure agenda items are covered in a timely manner, staff voice is heard, and consistent school improvement and student achievement are the driving force of all leadership team meetings. All teams understand the importance of working together to assess and reflect on data, school improvement, VA@R routines, procedures, expectations, and daily practices.			Justine Carter	06/09/2023
Actions			0 of 3 (0%)		
	8/4/22	Meet with leadership team every Monday to progress monitor the virtual academy day-to-day activities.		Justine Carter	05/31/2023
	<i>Notes:</i>				
	9/6/21	Continuously utilize the Shared Drive VA@R Folder to access meeting templates for CTTs, SIT meeting, Dept Mtg, MTSS Mtg, and Faculty Mtgs.		Erin Luther	06/03/2023
	<i>Notes:</i>				
	9/6/21	Routinely meet for faculty meetings, department meetings, School Improvement Team meetings, Collaborative Team Time, and MTSS team.		Justine Carter	06/09/2023
	<i>Notes:</i>				
Implementation:			05/18/2022		
Evidence	5/18/2022				
Experience	5/18/2022 School master calendar, email reminders for meetings the following week which included agendas, Google forms to voice issues/concerns from all staff				
Sustainability	5/18/2022 Continue to utilize the above procedures				

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Distributed leadership and collaboration

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>2022-2023: The master matrix included a common planning time for teachers. All staff duties are outlined in the VA@R staff handbook that is reviewed on the first teacher workday.</p> <p>2021-2023:The master matrix has a planning period for each classroom teacher. Each teacher also has designated small group time to address remediation, enrichment, SEL and 1:1 time with students.</p>	Limited Development 09/06/2021		
How it will look when fully met:			When fully implemented a professional development plan will be created and communicated prior to the start of the school year. This plan will include quarterly planning days for teachers to customize their Pearson course to match Randolph County pacing guides and NC State standards. Teachers and staff are involved in at least one committee that drives student achievement and/or school improvement. The master matrix will include opportunities for teachers to collaborate, plan, and progress monitor data. Teachers will use allotted time to engage in meaningful and intentional curriculum dialogue with other teachers in their department. Collaborative Team Time minutes will reflect appropriate use of instructional planning time.		Suzanne Sidden	06/09/2023
Actions				4 of 6 (67%)		
	10/18/21	Department Chairs and School Improvement members are selected by their department peers.		Complete 10/18/2021	Justine Carter	10/20/2021
<i>Notes:</i>						
	9/6/21	Continuously share asynchronous professional development opportunities for staff to learn and implement the Pearson Learning Management System effectively.		Complete 05/18/2022	Sheba Ricks	06/10/2022
<i>Notes:</i>						
	9/6/21	Teachers will customize their Pearson pages to include Randolph County expectations and initiatives.		Complete 05/18/2022	Justine Carter	06/10/2022
<i>Notes:</i>						
	10/18/21	Staff handbook will include a list of all committees offered at The Virtual Academy @ Randolph as well as the norms, procedures, and staff roles assigned for each committee.		Complete 08/15/2022	Justine Carter	08/30/2022
<i>Notes:</i>						
	8/4/22	Teachers will use common planning to engage in weekly CTTs.			Sarah Barnes	08/30/2023

Notes:

8/8/22 Elementary teachers will use common planning added into the master matrix to engage in LETRS training.

Lane Vecellio

08/30/2023

Notes:

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
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Initial Assessment:		<p>2022-2023: A digital classroom walk through tool will be used to provide teachers immediate feedback. The walk through tool will automatically generate an email to the teacher with his/her raw walk through data feedback. All teachers are trained in NCEES as well as their observation cycle for the 2022-2023 school year.</p> <p>2021-2022:This is the first year of the Virtual Academy @ Randolph. A classroom walk through tool has been created. The walk through tool will automatically generate an email to the teacher with his/her raw walk through data feedback. All teachers are trained in NCEES as well as their observation cycle for the 2021-2022 school year.</p>	No Development 09/06/2021		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	Full implementation occurs when the principal is well-versed in elementary and middle school standards and pacing. The classroom walk through tool is presented to the staff prior to the first day of school. Professional Development conferences are scheduled prior to the start of the school year. Teacher observation schedule created prior to the start of the first day of school. The principal consistently visits virtual classrooms and provides meaningful feedback and engages in coaching conversations with teachers regularly.			Jamie Chriscoe	06/09/2023
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Actions 1 of 4 (25%)

9/6/21 Create a walk through tool that generates automatic feedback to the teacher.

Complete
10/15/2021

Justine Carter

10/19/2021

Notes:

9/6/21 Teachers update their Google Calendars regularly and share Google Calendar with students and principal.

Suzanne Sidden

06/10/2023

<i>Notes:</i>				
9/6/21	Principal routinely visits virtual classroom using the walk through tool to monitor the instruction and offer meaningful feedback to the teachers.		Justine Carter	06/10/2023
<i>Notes:</i>				
9/6/21	Principal will create a comprehensive NCEES schedule to complete certified evaluations in a timely manner.		Justine Carter	10/31/2023
<i>Notes:</i>				
Implementation:		05/18/2022		
Evidence	5/18/2022			
Experience	5/18/2022 Principal was actively involved in the virtual learning classrooms, interacting with students and offering feedback and collaboration with teachers.			
Sustainability	5/18/2022 Continue to utilize the procedures above			

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:		2022-2023: Leadership team will disaggregate data and create a snapshot for SIT. SIT will be responsible to creating next steps based on the data. 2021-2022:Our LEA has routine practices for regularly monitoring district performance; however, The Virtual Academy @ Randolph is in its first year and will utilize this year to establish our baseline data moving forward.	Limited Development 10/18/2021		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		Full implementation occurs when the leadership team is positioned to take a wide view of the data available to guide decisions on The Virtual Academy @ Randolph's focus and direction. Teachers are trained and well versed in using Data Mart as a resource for regular data reflection. Teachers discuss meaningful data monthly during regular scheduled Professional Learning		Jamie Chriscoe	06/09/2023

	Communities. Teachers routinely present data discoveries to principal to engage in intentional data dialogue.			
Actions		4 of 6 (67%)		
10/18/21	Create the quarterly department data discussion Google Slide and communicate expectations to all staff members.	Complete 10/22/2021	Justine Carter	10/22/2021
	<i>Notes:</i>			
10/18/21	Teachers will have data discoveries with students at the end of each quarter to review and reflect on data notebooks.	Complete 05/18/2022	Melanie Chapman	05/25/2022
	<i>Notes:</i>			
10/18/21	Using the quarterly data discussion checklist-each department will prepare and present to the principal a myriad of data (grades, attendances, missing tasks, district/state data (when available), mClass, iReady, and formative assessments) and how that data is being used regularly to drive student instruction and/or interventions.	Complete 05/18/2022	Justine Carter	06/10/2022
	<i>Notes:</i>			
8/4/22	Teachers will create the template for the weekly data discussions.	Complete 08/19/2022	Lane Vecellio	09/23/2022
	<i>Notes:</i>			
8/8/22	SIT will monitor and assess school-wide data monthly.		Jamie Chriscoe	10/30/2023
	<i>Notes:</i>			
8/4/22	Teachers will incorporate individual data conferences into small group instruction, weekly. Teachers will upload data conference check-in sheet into students' shared drive folder.		Justine Carter	08/30/2024
	<i>Notes:</i>			
Implementation:		05/18/2022		
Evidence	5/18/2022			
Experience	5/18/2022 Teachers discuss student data during PLTs, all students have a data notebook, teachers discuss student data with student and families quarterly, each team prepares and presents to Principal a quarterly data review			
Sustainability	5/18/2022 continue the above procedures			

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>		The LEA uses procedures and protocols to recruit, evaluate, reward, and replace staff. Job Fair information is regularly shared with principals to assist us in the hiring process. New administrators are trained on NCEES and the evaluation process. RCSS makes numerous efforts to praise and rewards staff through STAR Employee recognitions, Pride Pins, and numerous awards ceremonies dedicated to recognizing excellence among our employees. RCSS also takes every initiative to reassign teachers when positions are cut.	Full Implementation 09/06/2021			

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>2022-2023: The principal will continue weekly Sunday night School Messenger messages (with email script) regarding weekly events and announcements. The Virtual Academy @ Randolph will continue to utilize Class Dojo as a tool to effectively communicate with parents/guardians. Parents will also have access to their student's Canvas course as a parent observer. Our webmaster continuously updates our school website (and social media sites) to reflect up-to-date, relevant information. All teachers have a unified homepage in Canvas for students and parents to have efficient access to important information.</p> <p>2021-2022:Being a brand new school we are currently in the process of developing a myriad of ways to communicate with our stakeholders as well as create resources to assist parents and students in effective virtual learning. We add content to our website daily. We send home weekly Sunday night messages with an email script attachment. All teachers are to set up Class Dojo to communicate with parents. All teachers are to have a comprehensive landing page in Pearson where viable information is easily accessible to parents and students.</p>	No Development 09/06/2021			

How it will look when fully met:	Full implementation is attained when our website contains all basic information (staff bios, bell schedule, how-to videos, School Improvement Plan, a section for Sunday Messages). Routines and expectations for weekly newsletters are communicated prior to the first day of school. Curriculum nights are planned and scheduled prior to the start of the school year. All teachers keep an updated parent contact log that is shared with principal. Two way positive communication becomes a norm for our staff as a way to maintain a positive climate and culture with our parents and virtual community.		Suzanne Sidden	06/09/2023
Actions		2 of 6 (33%)		
9/6/21	Post weekly newsletter to Class Dojo and school website and model/encourage parent comments and feedback.	Complete 05/18/2022	Suzanne Sidden	06/09/2022
<i>Notes:</i>				
10/7/22	All teachers will have established office hours 4 days per week where students and families have opportunity to join for discussion or questions.	Complete 08/19/2022	Sheba Ricks	08/31/2022
<i>Notes:</i>				
9/6/21	Create and promote a "how to" tutorial section on website to help parents and students troubleshoot virtual learning.		Sheba Ricks	09/30/2022
<i>Notes:</i>				
9/6/21	Plan kindergarten orientation and new student orientation to assist students and families adjust to the virtual learning environment. This will be an in person event where students and parents are given information and resources and have the opportunity to ask questions.		Jamie Chriscoe	10/05/2022
<i>Notes:</i>				
9/6/21	Create Sunday night School Messenger calls with email script.		Justine Carter	06/09/2023
<i>Notes:</i>				
9/6/21	Create a section on the website for Sunday Night Messages and continuously add Sunday Night Messages to this section.		Sheba Ricks	06/09/2023
<i>Notes:</i>				



NCStar/SIP Mandatory Components

School Name: The Virtual Academy @ Randolph

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 staff have a duty free lunch period. Elementary staff have common lunch from 11:20-11:50 and middle school staff have lunch from 11:45-12:10.

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.

Middle School teachers have 60 minutes of planning daily. When elementary teachers combine office hours with common lunch they a combined planning of 50 minutes daily.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

We offered a beginning of the year orientation to all parents and students to help acclimate both to the virtual learning environment. Students are assigned to small groups daily based on data derived from evidence based instruction.

All students engage in data driven student conference weekly to monitor student achievement and student success.