



Southwestern Randolph High School
School Improvement Plan
2019-2020

Comprehensive Progress Report

Mission: Randolph County School System Mission Statement The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff while preparing students for multiple options to be competitive in a diverse 21st Century global society.

Vision: Randolph County School System Vision Statement The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: All students can learn; All students will be taught in a safe and nurturing learning environment; All students deserve a teacher who is qualified and well-prepared; All students deserve access to instructional resources managed in a fiscally responsible manner, and All stakeholders share the responsibility and accountability for student learning.

Goals:
Students First in All We Do



! = 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	
<i>Initial Assessment:</i>		As of May 2018-Teachers have expectations posted and teach classroom procedures at the beginning of each semester. Teachers positively reinforce rules in various ways; having individual conversations with students, maintaining contact with parents/guardians, referring students to support personnel when needed.	Limited Development 07/25/2017			
		Priority Score: 3 Opportunity Score: 2	Index Score: 6			
How it will look when fully met:		Students are consistently following school rules and procedures. Evidence: office referral data, walkthrough data		Brian Hodgin	06/15/2020	
Actions			0 of 3 (0%)			

9/1/17	Teachers will create and discuss with students the expectations for their classes. Classroom expectations will be posted in every classroom.		Brian Hodgins	06/15/2020
<i>Notes:</i>				
7/23/18	In an effort to build home/school relationship teachers will contact all parents within the first 9 weeks of each semester.		Brian Hodgins	06/15/2020
<i>Notes:</i>				
7/23/18	In an effort to monitor effective classroom management, the administration will monitor classroom management and student engagement via the instructional walkthrough instrument.		Brian Hodgins	06/15/2020
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

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:	August 2017-Departments meet monthly to discuss planning specific to the students and departmental needs. Departments teach comparable lessons at a similar pace. Middle school and high school teachers meet regarding placement of rising 9th graders. EC teachers at the high and middle school level meet to discuss students' needs as they transition to high school. Departments plan pre and post assessments together. Departments look at data to determine differentiated instruction, Bi-weekly PLC meetings required (at a minimum) common benchmarks, CFAs, district and state pacing guides and curriculum guides.		Limited Development 05/04/2017		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Each subject area PLT will align instruction to the curriculum by developing aligned units of instruction, differentiating lessons and creating formative assessments. The common units will form a basis for comparison of strategies between teachers teaching the same subjects.			Laura Beth Hoyle	06/15/2020

	Pieces of evidence: PLT Log, teachers' lesson plans, PLT unit plans and walkthrough data.			
Actions		0 of 3 (0%)		
7/24/18	Content specific PLTs will meet to develop standards-align units of instruction, learning activities, resources and pre and post-assessment.		Department Chairs	06/14/2020
<i>Notes:</i>				
7/24/18	EC teachers and ELL teacher will participate in content specific PLTs to provide lessons and modification that address diverse learners' needs and ensure that standards are accessible to all students.		Ursula Goldston	06/14/2020
<i>Notes:</i>				
7/24/18	Administrators and Lead Teacher will meet regularly with departments to monitor student performance on pre-and post-tests, including benchmarks to assess student mastery. Interventions will be put in place for students who fail to master learning objectives, example-adjusting instruction and retesting		Laura Beth Hoyle	06/15/2020
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

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:		As MTSS becomes more important, we have built an MTSS team at the school level and district level. We have received recommendations and collected data in order to help students.	Limited Development 09/12/2019	
How it will look when fully met:		Teachers will be monitoring and using MTSS modifications. The team will move students up and down tiers as needed.		Laura Beth Hoyle 06/15/2020

Actions			0 of 1 (0%)		
9/12/19	Continue to grow and learn with MTSS teams in the district and the school.			Laura Beth Hoyle	06/15/2020
<i>Notes:</i>					
	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
<i>Initial Assessment:</i>		Teachers turn in lesson plans that include a differentiation piece, as well as follow IEPs, 504s, AIG plans, and MTSS plans	Limited Development 09/12/2019		
<i>How it will look when fully met:</i>		Teachers will be adding and using differentiation seamlessly as permanent part of their lesson plans on a daily basis.		Laura Beth Hoyle	06/15/2020
Actions			0 of 1 (0%)		
9/12/19	The admin team will be present in classes and check lesson plans on a daily and weekly base.			Laura Beth Hoyle	06/15/2020
<i>Notes:</i>					
	A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use a variety of techniques to collect and assess data with their coworkers and students.	Limited Development 09/12/2019		
<i>How it will look when fully met:</i>		Teachers will be using data trackers to monitor and support students. Students will understand how to read and analyze their own data.		Laura Beth Hoyle	06/15/2020
Actions			0 of 1 (0%)		
9/12/19	Lead teacher will create data trackers with teachers to make them useful to classes			Laura Beth Hoyle	06/15/2020
<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
<i>Initial Assessment:</i>	<p>As of August, 2017-The following implementation efforts are currently in place:</p> <p>PLTs are established and meet regularly to align instruction with common pacing guides. Communication with school counselors, English as a second language, special programs (Exceptional Children), and student advocate to make sure students' modifications are met and monitored. Each subject area offers remediation at least once a week after school.</p> <p>PLTs use assessment data for planning and remediation. Summer remediation programs are offered. Randolph Community College and North Carolina Virtual Public School online opportunities are offered for students to accelerate or explore. Saturday Academy Credit Recovery, Summer School and Multi-Tiered System of Support Committee (MTSS) are used to identify students using SchoolNet data and teacher referrals.</p>	Limited Development 05/04/2017			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>	<p>As evidenced by increased EOC proficiency, teachers will utilize multiple sources of formative and summative data to determine the effectiveness of core instruction. A standard communication protocol will be in place to ensure an effective feedback loop between school and district MTSS teams.</p> <p>Pieces of evidence: MTSS referrals, MTSS meeting minutes, teacher lesson plans, formative and summative student data and PLT meeting minutes</p>	Objective Met 09/07/18	Ursula Goldston	06/15/2018	
Actions					
9/11/17	Create a 'Watch List' document to identify at-risk students, gathering discipline, attendance and academic data. Teachers will have access to an electronic form to make referrals. School counselors will monitor referrals and take appropriate action as needed.	Complete 04/23/2018	Teresa Burton	06/15/2018	

Notes: Fall Semester-Teachers have access to a Google document and enter information for students who are at risk for failure. Counselors regularly check and monitor document to identify students they need to call in for a conference and or intervene with appropriate support. 128 entries have been logged for the fall semester. Information includes parental contacts, interventions used and counselor follow-up.

Spring 2018-"Watch List" identified students at risk during spring semester and counselors assisted with interventions regarding several of these students. Counselors work closely with teachers and other support staff to ensure students are experiencing the highest level of individual success. Due to the loss of a school counselor in October, school counselors have not been able to keep up with the documentation on the Watch List as thoroughly as they prefer. Some documentation does exist in various places, such as counselor notes, emails and calendars. Due to a decrease in staff, it will likely be necessary to review how we create and monitor the Watch List and determine if it is the best way to keep track of and ensure the needs of our at-risk students are being met. Counselors will continue to do their best to provide support all students.

9/11/17 MTSS committee will meet to review referrals and determine next steps.

Complete 04/24/2018

Regina Hunt

06/15/2018

Notes: September 2017 - Started referral process for two new students. Reviewed records and updated student currently served under Tier 1 and Tier 2. The team notified and conferenced with teachers of current students with Tier 1 and Tier 2 services.

October 2017 - Held conferences with teachers regarding new referrals. Planning modifications for the MTSS process to work at the high school level; i.e. cross-curriculum communication, across semester communication, implementing and monitoring modifications. Started working with 3 new students.

Fall Semester- The committee identified several students that needed MTSS interventions. Paperwork was processed and teachers were notified.

Spring Semester- Currently we are serving 7 students on Tier 2. The teachers serving these students have been notified of current modification and are working with students to provide the needed

accommodations and support to help the student be successful. We have implemented a system to monitor students' use of modifications and continue to meet monthly to monitor students' needs and performance.

Implementation:			09/07/2018		
Evidence	4/24/2018				
Experience	4/24/2018				
Sustainability	4/24/2018				
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:	<p>August 2017-The following interventions are in place to support students. Teachers and staff members refer students as they become aware of students' needs/concerns. Referrals are made to school counselors, and they meet/counsel with students to provide support. Students are assigned to counselors using the students' last name. Counselors are available to meet with students at their request and via teacher referral. School counselors work in conjunction with local support agencies, the Randolph County School System Assist Team, and our school's social worker, The school's social worker, is a resource utilized for referrals, home-visits and to identify concerns and seek needed resources. Our student advocate works closely with school counselors and the school social worker to support students and provide needed resources.</p>		Limited Development 05/04/2017		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Teachers are aware of additional support services available for students needing extra support, how best to connect students and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the student. Pieces of evidence: MTSS meeting minutes, counselors' notes and referral data</p>			Teresa Burton	06/15/2020
Actions			0 of 3 (0%)		
	7/24/18	The staff will model and guide students to express themselves in socially acceptable ways. Teachers, counselors and student advocate will educate students on acceptable ways to manage students emotions and share with students support resources available.		Laura Beth Hoyle	06/14/2020

<i>Notes:</i>				
7/24/18	Staff will identify students who need help with necessities and provide additional resources, i.e., a backpack program, clothing closet, etc.		Melissa Marion	06/14/2020
<i>Notes:</i>				
7/26/18	Teachers will provide weekly remediation after school, to support students in need of extra academic support and enrichment.		Laura Beth Hoyle	06/14/2020
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			
A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:	As of August 2017- Our school counselors, along with the student advocate, monitor student drop-out, graduation, attendance and transfer rates. The school administrative team, along with school support staff meet weekly with students regarding attendance and tardies as part of our school attendance team.	Limited Development 07/07/2017		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Raise the graduation rate to 90% for the 2017-2018 school year. Raise attendance rate by 0.5% and decrease the number of dropouts by 10%. Pieces of evidence: Attendance, graduation rate, and dropout data, attendance team meetings documentation, post-high school outcome data	Objective Met 09/07/18	Teresa Burton	06/15/2018
Actions				
9/11/17	Attendance team will meet with students who have missed 3 days and 5 or more days. An automated phone call home is generated at each absence. In addition, letters are mailed to students at 3, 6 and 10 days absent.	Complete 04/23/2018	Jessica Cutler	06/15/2018

Notes: Attendance team is composed of school administrators, student advocate, school counselors and office support staff.

Sept. 2017 - The Administrative team decided to add two additional members to the attendance team. This action will allow each grade level to be divided three ways. With fewer students to monitor, student interaction can be more personalized, and team members can more closely monitor students assigned to them. Attendance team members are meeting with students weekly who have missed 3 or more days.

Fall Semester-Attendance team continues to meet weekly with all students who have missed 3 or more days in any class. Melissa Marion, the student advocate, updates the administrative team weekly.

Spring Semester-Attendance team has met weekly with students who have missed 3 or more days in any class. At weekly administrative meetings, the team discusses at-risk students with the student advocate to provide support. Copies of attendance reports are kept on file in Melissa Marion's office.

9/11/17 School counselors and the Career Development Coordinator monitor student's post-high school plans.

Complete 04/23/2018

Jessica Cutler

06/15/2018

Notes: Throughout the year, counselors and Career Development Coordinator have met with every student and development and/or updated the students' 4-year plan.

9/11/17 Student Advocate monitors student transfer and drop-out rates.

Complete 04/23/2018

Carla Miller

06/15/2018

Notes: September 2017 - Melissa Marion our student advocate, has updated the leadership team weekly with the number of transfers and drops. Currently, she is conducting home visits to locate no-shows and drops, making attempts to get students to re-enroll. She is working closely with our new school social worker.

October 2017 - Melissa Marion continues to update the administrative team weekly with the number of transfers and drops. She continues to make parental contact and conduct home visits for students at-risk of dropping out. We are currently at five drops for this school year.

Semester 1-At weekly admin meeting, student advocate updated the team on the number of drops and student transfers.

Semester 2- Student advocate continues to report transfer and drop

out data weekly. She works closely with the administrative staff, school counselor and social worker to monitor students and identify their needs.

9/11/17 Student Advocate will monitor the 'Watch List' document and meet with students who present at-risk behaviors that may impede their graduation date.

Complete 04/23/2018

Carla Miller

06/15/2018

Notes: Fall 2017 - The Watch List document was shared with all teachers. Teachers have submitted names of students they are concerned may fail due to attendance or grades. School counselors, student advocate, and school administrators monitor the list and meet with students and parents.

Spring 2018- The student advocate continues to monitor the Watch List and meet with students regularly. The At-Risk document which is generated from PowerSchool has also been added as a resource for identifying students at risk for failing.

9/11/17 Administrator conferences with students who are in danger of failing a course.

Complete 04/23/2018

Carla Miller

06/15/2018

Notes: Administrators have held conferences with students who are in danger of failing for academic and attendance reasons. Students are identified using the At Risk document from PowerSchool and weekly attendance reports.

9/11/17 The Cougar Academy (9th grade) team works together to ensure a smooth transition from middle school to high school. They attempt to connect with students to ensure student success.

Complete 04/23/2018

Carla Miller

06/15/2018

Notes: August 2017-The Ninth Grade Academy team met to plan academy initiatives for the first semester. They planned initiatives and assigned duties. They created connecting activity in every class during the first week of school and prepared for Cougar Camp (freshman orientation) and discussed Cougar Academy Hoe Down.

September 2017- They began Student of the Week initiative. Every teacher will choose two students each week to recognize. Students names are displayed in the teacher's room and on the Student of the Week bulletin board. A drawing is held each week to recognize two students and receive prizes. A breakfast is held at the end of the semester to recognize all honored students.

October 2017 - Student of the Week initiative continues with multiple students recognized. Teachers meet regularly to discuss student

concerns and meet with students, focusing on each student having a connection with an adult in the academy.

Semester 1- 137 students were recognized as a Student of the Week, and a breakfast was hosted on their behalf. Students were awarded certificates through weekly drawings and names posted on bulletin board. 9th Grade Academy continues to meet as a team to discuss academy initiatives and at-risk students.

Semester 2-The Cougar Academy team has continued to recognize students via the "Student of the Week" initiative. The team continues to meet to discuss student concerns.

9/11/17	Administrators will monitor suspension rates and utilize the Intervention Center, in lieu of out-of-school suspension, to protect instructional time when appropriate.	Complete 04/23/2018	Shon Hildreth	06/15/2018
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	<p><i>Notes:</i> Fall Semester-Administrative team discussed and commonly defined and reviewed current discipline guidelines.</p> <p>Fall Semester-There were 33 OSS incidents last school year. This year we have 10 OSS incidents thus far.</p> <p>Spring Semester- A total of 13 OSS incidents have occurred during the 2017-2018 school year as of April 23, 2018</p>			
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9/11/17	To allow students to graduate with their initial cohort, we will utilize Apex for credit recovering during the school day, after school and during the summer.	Complete 04/23/2018	Brian Hill	06/15/2018
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	<p><i>Notes:</i> Fall 2017-21 credits were recovered in APEX during the fall semester.</p> <p>As of April 2018, an additional 14 credits have been earned, and four more are expected to be completed by the end of the Spring Semester.</p>			
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Implementation:		09/07/2018		
Evidence	4/23/2018			
Experience	4/23/2018			
Sustainability	4/23/2018			

	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>	As of August 2017-Counselors and support staff meet with each student and help them develop their four-year plans. Registration involves individual student conferences, level-to-level: counselors and Cougar Academy staff work closely with both feeder middle schools to help rising 9th graders transition smoothly.	Limited Development 07/25/2017			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>	Southwestern Randolph High School will have implemented a plan to support all students as they transition from grade-to-grade and level-to-level. Pieces of evidence: Cougar Camp attendance, Cougar Academy initiatives, registration meetings and individual conferences, 4-year plans and grade level meetings		Tina Trotter	06/15/2020		0 of 4 (0%)		
<i>Actions</i>					7/24/18	Students will have the opportunity to attend a summer "bridge" program, i.e., Cougar Academy which will provide students the chance to learn to navigate the school, meet their teachers and make new friends.	Nicole Duncan	06/14/2020
	<i>Notes:</i>				7/24/18	Students will meet with their counselor and CDC to create a four year Course of Study and evaluate academic progress toward graduation.	Tina Trotter	06/14/2020
	<i>Notes:</i>				7/24/18	Ninth Grade Academy teachers will meet regularly to monitor students and provide interventions for students with "early warning indicators" that place a student at risk for dropping out or falling behind.	Nicole Duncan	06/14/2020
	<i>Notes:</i>				7/24/18	Teachers and CDC will provide support and information to bridge the gap between high school and college. Students will have the opportunity to take college-level classes through Randolph Community College, NCVPS, and AP Capstone Academy.	Teresa Burton	06/14/2020
	<i>Notes:</i>						08/28/2019	
<i>Implementation:</i>					<i>Evidence</i>	8/28/2019		

<i>Experience</i>	8/28/2019			
<i>Sustainability</i>	8/28/2019			

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
<i>Initial Assessment:</i>		As of August 2017- The leadership team (School Improvement Team) meets one time a month for approximately an hour. Agenda and minutes are kept and shared with all school staff via Google Docs. Members include administration, teachers, staff and a community leader. The team has approximately 21 members, and elections are held each year.	Limited Development 05/04/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		To facilitate communication and coordination among the grade levels and the departments of the school, the Leadership Team consisting of the principal, assistant principals, the lead teacher, CDC and elected representatives from each department, will meet at least twice each month. Pieces of evidence, meeting minutes, meeting agendas and SIT election results		Brian Hodgkin	06/15/2020
Actions			0 of 2 (0%)		
	7/24/18	Before the leadership team meeting, an agenda will be created by the leadership team. Members will have the opportunity to voice concerns and participate in the planning process for events that impact the school and students. Each meeting will begin with the review of the minutes from the last meeting and evaluate progress towards plans made or interventions put in place.		Brian Hodgkin	06/14/2020
	<i>Notes:</i>				
	7/24/18	The leadership team will meet to establish priorities goals for the school year (School Improvement Plan) and to elect representatives from each department.		Brian Hodgkin	06/14/2020
	<i>Notes:</i>				
Implementation:			08/28/2019		

<i>Evidence</i>	8/28/2019			
<i>Experience</i>	8/28/2019			
<i>Sustainability</i>	8/28/2019			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School culture is being built by being on board and forming relationships with each other.	Limited Development 09/12/2019		
<i>How it will look when fully met:</i>		Teachers and staff will feel supported and know that they are heard by admin and each other. We will work together to solve issues and continue to build a culture of kindness.		Brian Hodgins	06/15/2020

Actions			0 of 1 (0%)		
	9/12/19	Teachers will receive feedback and support through a variety of techniques.		Brian Hodgins	06/15/2020

Notes:

	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>			As of August 2017-Current implementation efforts include: School Improvement Team monthly department meetings, shared planning where scheduling allows, Professional Learning Teams (PLTs), Parent Teacher Organization, Multi-Tiered System of Support (MTSS), 9th Grade Academy (Cougar Academy) and monthly faculty meetings	Limited Development 05/04/2017		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>			All teachers will meet regularly with their PLC groups. PLC groups will plan, share resources, review data and use the data to guide instruction.		Laura Beth Hoyle	06/15/2020
Actions				0 of 3 (0%)		

7/24/18	Instructional teams will meet with instructional teams from other schools in the district to discuss curriculum alignment, best practices, share resources and assessment results.		Laura Beth Hoyle	06/14/2020
<i>Notes:</i>				
7/24/18	The lead teacher will serve as a liaison between the school and the district to advance the schools' improvement process and to share progress toward goals.		Laura Beth Hoyle	06/14/2020
<i>Notes:</i>				
7/24/18	Progress toward School Improvement Plan goals and school initiatives will be discussed at faculty meetings and department meetings to allow staff input.		Laura Beth Hoyle	06/14/2020
<i>Notes:</i>				
Implementation:		08/28/2019		
<i>Evidence</i>	8/28/2019			
<i>Experience</i>	8/28/2019			
<i>Sustainability</i>	8/28/2019			

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
<i>Initial Assessment:</i>		As of August 2017-Current implementation efforts include: Classroom walkthroughs PLT agenda minutes posted in Google Docs, 30 Minute Thursday (professional development) two times each month focusing on improving instruction, District PLT groups, Quarterly Review Data Team meetings, teacher evaluations and follow-up conferences	Limited Development 05/04/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The administrative team will monitor classroom instruction regularly and provide timely, clear, constructive feedback via formal observations and the classroom walkthrough document.		Brian Hodgin	06/15/2020
Actions			0 of 2 (0%)		

7/24/18	The administration will conduct impromptu walk-through evaluations and will monitor for "non-negotiable" expectations. Immediate feedback will be provided to teachers following the walkthrough. Formal evaluations will be completed using the NC Teacher Evaluation Instrument and opportunities for discussion regarding the teacher's professional practices will be discussed.		Brian Hodgin	06/14/2020
<i>Notes:</i>				
7/24/18	The administrative team will discuss EVAAS data and teacher performance with teachers as information becomes available.		Brian Hodgin	06/14/2020
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

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:		As of August 2017-All administrators regularly observe and visit classrooms. Classroom walkthrough data is collected and indicates instructional patterns. i.e., technology use, student engagement, etc. EVAAS data is used, and training is provided to teachers on disaggregating their data. Professional development surveys are used to determine need and, PD presentation on current technology updates. Individual teachers attend PD on specific areas related to their needs/preferences. PLTs - analyzing data	Limited Development 05/04/2017		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		EOC, ACT and WorkKeys proficiency will continue to increase yearly. Student Value-Added data will continue to rise.	Objective Met 07/26/18	Laura Beth Hoyle	06/15/2018

Pieces of evidence: EOC, ACT, WorkKeys, EVAAS data -Classroom walkthrough data -Professional development plan, Increase in EOC proficiency by 2% points, ACT proficiency by 5% points, WorkKeys proficiency by 1% point and EVAAS student value-added data by 1 point.

Actions

9/19/17	The administrative team will conduct instructional walkthroughs with a target of four hours per day in classrooms.	Complete 04/23/2018	Shon Hildreth	06/15/2018
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Notes: Semester 1-A total of 826 instructional walkthroughs were performed by administration during first semester. Targeted feedback was emailed to teachers via Google form.
Semester 2- A total of 1246 instructional walkthroughs have been completed thus far. Targeted feedback was emailed to teachers via Google form.

9/19/17	A data review will take place each quarter. The School Improvement Team will decide actions needed based on data presented.	Complete 04/24/2018	Shon Hildreth	06/15/2018
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Notes: Two Data Reviews have been completed thus far and the document is attached in the folder-C201.

9/19/17	Instructional lead teacher will develop targeted professional development sessions based on data.	Complete 04/24/2018	Regina Hunt	06/15/2018
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Notes: Professional Development Calendar for 2017-2018 School Year

- August-GradeBook Training
- September-Introduction to SREB and LDC/MDC initiative
- October-LDC-Introduction to CoreTools Website and the LDC/MDC process
 - MDC-Introduction to MDC process with a sample FALs
- November-2 Hour Early Release
 - LDC-Adapt/Adopt Mini-task and Data Tracking
 - MDC-Best Practices, PLT, Incorporating FAL (Formative Assessment Lesson) and assessments into instruction
- November-LDC/MDC-Powerful Literacy Practices-SREB
- December-LDC- "I Can" Statements and how it relates to the end product
 - MDC-reflect on post FALs and updates
- January-Grades and Gradebook setup
 - LDC/ MDC-Powerful Review Practices
- March-Using Revised Bloom's Taxonomy to improve instruction and

	<p>Focus on Vocabulary April-Using Data to Improve Instruction May-"Go and Sees" using SREB rubric for classroom observation feedback which is based on the Powerful Literacy Practices</p>			
9/19/17	<p>Teachers will regularly incorporate Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) strategies into all classes. Every student will have opportunities to read, write and speak every day in class.</p>	Complete 04/24/2018	Regina Hunt	06/15/2018
	<p><i>Notes:</i> Fall Semester- Our teachers were trained by MDC and LDC coaches on ways to incorporate strategies into daily instruction. All teachers made an account with CoreTools and created a mini task for use in their classrooms.</p> <p>Spring Semester-Teachers continue to place a focus on implementing ways to increase the literacy skills of their students. Some teachers have continued to use the CoreTools website to create mini task they can use in their lesson plans. A "Go and See" is planned for May so that teachers can visit colleagues classroom and share strategies for improving instructions. Teachers will use a rubric to reflect on effective practices and have meaningful conversations about the lesson.</p>			
9/19/17	<p>After school remediation will be offered for all classes.</p>	Complete 04/23/2018	Regina Hunt	06/15/2018
	<p><i>Notes:</i> After-school remediation is offered throughout the school year. Each teacher is available at least one day a week for remediation. The suggested schedule is: Monday-Math and Social Studies Wednesday-Science and PE Thursday-English and Electives</p>			
9/19/17	<p>Classroom teachers will track individual student data. Students will track data as well.</p>	Complete 04/23/2018	Regina Hunt	06/15/2018
	<p><i>Notes:</i> Data tracking documents have been collected twice during the school year. Teachers are monitoring students achievement and allowing students time to reflex on their progress throughout the semester using the Student Analyze sheet.</p>			
Implementation:		07/26/2018		
Evidence	4/24/2018			
Experience	4/24/2018			

Sustainability		4/24/2018			
	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>As of July 2018, our teachers meet twice a month to implement county initiatives, i.e. LDC/MDC and to participate in a variety of professional development activities which address state and district goals, usually including literacy, technology, and best practices. Sessions are facilitated by teachers, district employees, and the Lead Teacher.</p> <p>Staff members desiring to attend off-site PD pay their registration fee, and substitute teacher cost or search for a scholarship to assist with the cost of attendance. No funds are available to cover off-site PD at this time.</p>	Limited Development 07/26/2018		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		Professional development would be aligned with school goals, state and district standards. It would focus on core content and modeling of teaching strategies for that content. It would provide an opportunity for teachers to practice new strategies within their classroom and receive feedback from peers and administration. Evidence would include a copy of the PD plan and an attendance roster.		Laura Beth Hoyle	06/14/2020
Actions			0 of 4 (0%)		
	7/31/18	The SIT will meet to discuss the Professional Development Plan for the school year, aligning it with teachers' needs and state and district goals. Using the discussion as a guide, the LT will develop the PD plan and organize the meeting times and location.		Laura Beth Hoyle	06/14/2020
<i>Notes:</i>					
	7/31/18	Teachers will be asked to observe other teachers and invite colleagues to observe their lessons and view students' work samples. They will then elicit feedback on their practice in a safe, stable and supportive environment, ie. within their PLCs or department meetings.		Laura Beth Hoyle	06/15/2020
<i>Notes:</i>					

7/31/18	The staff will seek out and share with colleagues additional ways to fund off-campus professional development activities to alleviate teachers using their personal money to cover the costs of attending.		Laura Beth Hoyle	06/15/2020
<i>Notes:</i>				
7/31/18	The Lead Teacher will seek out and share with the staff any free, online PD opportunities that are available.		Laura Beth Hoyle	06/15/2020
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of August 2018, our school is clean and well maintained. There is a continuous need to replace and update existing technology. Professional development is adequate, but the staff would like to have additional off-site options. There is also a desire to have professional development training in meeting the needs of all students, including but not limited to EC, ESL, MTSS, 504, etc.	Limited Development 07/31/2018		
How it will look when fully met:		The school would be a safe, inviting place to learn, with adequate resources available to all students and staff. A systematic and transparent process would be available for allocating resources to meet the school's needs. Sufficient resources and up-to-date technology would be readily available to all, and the staff would have access to a wide variety of professional development opportunities. Pieces of evidence would include a survey, and a log of media		Brian Hodgins	06/12/2020

	resources/technology used will provide data to determine the implementation of this indicator.			
Actions		0 of 3 (0%)		
7/31/18	SIT will meet to discuss the financial needs of each department and develop an agreed upon budget for allocating resources.		Brian Hodgkin	06/15/2020
<i>Notes:</i>				
7/31/18	Each department will work with the Media Specialist to determine the need to replace outdated and broken technology, i.e., computers, SmartBoards, etc. This information will be presented to SIT and decisions will be made for allocation of available funds.		Tom Moser	06/15/2020
<i>Notes:</i>				
7/31/18	The staff will participate in professional development activities to learn how to better meet the needs of all students.		Carol Ramsay	06/15/2020
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of August 2017-Current implementation efforts include Peachjar, district, school, and teacher web pages AlertNow, printed newsletters that go home with report cards) Informational Parent Nights (ESL, rising next grades, College Foundation of North Carolina, etc.) Open House, personal contact via email, phone calls and/or Good News postcards, Cougar Compliments, PowerSchool - Parent Portal, Twitter, Surveys, student advocate and social worker visits.	Limited Development 05/04/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Parents are actively involved with their child's academic performance and fully aware of what they can do at home to support their student's learning. Pieces of evidence- parent surveys and informal discussions with PTO members and parents.		Brian Hodgkin	06/15/2020
Actions			0 of 4 (0%)		

7/24/18	Parents will be encouraged at the Open House to provide updated phone numbers, email address and mailing address for their student so that communication is possible.		Tina Trotter	06/15/2020
<i>Notes:</i>				
7/24/18	Teachers will encourage parents to sign up for Parent Portal to monitor their students' grades and attendance throughout the school year.		Tina Trotter	06/15/2020
<i>Notes:</i>				
7/24/18	The teacher will contact parents regularly using email, phone calls or a "Remind" program to involve parents in their students' education. Parents will be updated on the students' grades, attendance and remediation/enrichment opportunities available.		Laura Beth Hoyle	06/15/2020
<i>Notes:</i>				
7/24/18	Counselors and CDC will provide informational sessions to inform parents and students about opportunities that are available to support students as they prepare to make plans for after graduation, including community college and university options, military, and apprenticeships available.		Tina Trotter	06/15/2020
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			



School: Southwestern Randolph High School

School Year: 2019-2020

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
Lead Teacher	Laura Beth Hoyle		10/08/2019
Assistant Principal	Nicole Duncan		10/08/2019
Assistant Principal	Jessica Cutler		10/08/2019
Principal	Brian Hodgkin		10/08/2019
School Counselor	Tina Trotter		10/08/2019
Media Specialist	Tom Moser		10/08/2019
Arts Department	Alyssa Plott		10/08/2019
EC Department	Carol Ramsay		10/08/2019
English Department	Michele Saunders		10/08/2019
World Languages	Ursula Goldston		10/08/2019
Science Department	Katherine McWilliams		10/08/2019
Math Department	Laura Castelloe		10/08/2019
CTE Department	Kelly Biggs		10/08/2019
History Department	Katherine Darnley		10/08/2019
Classified	Karen Kearns		10/08/2019
PE Department	Matthew Kiser		10/08/2019
Athletic Director	Chris Chapman		10/08/2019
Parent	Mark Waisner		10/08/2019



NCStar/SIP Mandatory Components

School Name: Southwestern Randolph High School

School Year: 2019-2020

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.

A duty-free lunch period is provided to teachers on a daily basis. The school administrative staff covers lunch duties.

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.

Each teacher is provided at least 1 hour and 30 minutes of duty-free instructional planning each day for a total of 7 hours and 30 minutes of planning each week.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.