



**Southwestern Randolph Middle School
School Improvement Plan
2019-2020**

Comprehensive Progress Report

Mission: Students First In All We Do!

Vision: The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continued 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.

Goals:
By the end of the 2019-2020 school year, SWRMS will implement the measures and strategies necessary to utilize Multi-Tiered Systems of Support (MTSS) to serve all students in our school.



! = 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>		Teachers and staff reinforce code of conduct expectations in town hall meetings at the beginning of the school year. We utilize Cougar Time block for the first several weeks of school to review classroom-based expectations, rules, and procedures. Several teachers utilize PowerPoint presentations for this, while others have expectations posted in classrooms as either posters created by the teacher or "social contracts" which have been developed by the teacher and the students of the class. Letters and code of conducts are sent home to parents regarding classroom expectations, which are then signed and returned, demonstrating evidence of acknowledgement.		Limited Development 08/10/2017		
<i>How it will look when fully met:</i>		Reduction in office referrals as evidenced by discipline data and number/frequency of consequences given by administration. Communication logs from teachers contacting parents regarding classroom expectations are to be maintained for record-keeping. In-			Michael Crider	06/05/2020

School-Suspension (ISS) sign-in sheet will be utilized for students who are sent to ISS for a "time out". The ISS coordinator will keep a paper copy and students will sign in electronically via a Google form as a reflection piece. Grade levels will have consistent set of rules to be enforced on the halls.

Actions		1 of 3 (33%)		
8/10/17	ISS will monitor and record information on students who are sent to ISS for a "time out"	Complete 05/01/2019	Fennon Hunt	06/07/2020
<p><i>Notes:</i> 1/9/18 - The sign in process has been successful and helps indicate if a student is experiencing difficulty in a particular class and can help school staff target specific classes and behaviors of students. The electronic document has been helpful but we are still working on getting a more reliable piece of technology to ISS so the signing in to the electronic document takes less time and effort.</p> <p>8/8/18 - We will continue to implement this strategy as we move into the new school year. The times in which we were able to use this strategy helped with some of our minor consequences and our ISS coordinator will not need to be out as much as he was last year with medical issues. This will ensure that our protocol for student reflection is followed to fidelity.</p>				
8/10/17	Mr. Crider will review discipline data quarterly and compare to the previous year.		Michael Crider	06/07/2020
<p><i>Notes:</i> 8/8/18 - While the goal the previous year was to conduct this analysis during staff meetings, the idea of doing this during a grade level meeting makes more sense for our staff as we move forward into the new school year. There will still be plenty of opportunities in which we can accomplish this goal.</p> <p>4/30/19 - While analysis of students entering ISS and frequency of such has happened, expectations are not fully implemented and consistently reinforced in every classroom. Students are aware of school-wide expectations and decrease of referrals has been seen, however, rise in spring incidents indicate further work needs to be done in this area.</p>				
8/14/19	Teachers in our school will utilize parent contacts for positive interaction as well as to proactively reduce office referrals for minor behavior infractions.		Amanda Stone	06/07/2020
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Starting with the 2016-2017 school year, teachers were asked to submit unit plans as opposed to lesson plans, as they had been asked to turn in during previous years. This practice shifted the focus from day-to-day activities to having an end goal in mind concluding with the unit assessment. This practice has been enhanced with the implementation of Southern Regional Education Board (SREB) strategies in both language arts and math and staff members have worked diligently to continue using strategies gained from the training sessions as well as identifying staff members to work with for the 2017-2018 school year to help train so that we can meet our goal of 50% implementation among all staff members.	Limited Development 05/02/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>Professional Learning Teams (PLT's) will be structured, consistently held, and documented appropriately. PLT's will have an active role in lesson planning, with shared units of instruction and common assessments for grade level subjects. Evidence of SREB strategies will be seen in all of our classrooms. PLT notes and lesson plans will be needed as evidence of consistent implementation.</p> <p>8/8/18 - There is clear evidence that PLT's meet on a consistent basis in our school. The portion of our tasks that need to improve revolve around documentation of meeting topics and providing those minutes in a written format that can be presented as proof of conversation regarding student achievement.</p> <p>4/30/19 - Documentation of minutes among our PLT's has improved and Lisa Cagle and Amanda Stone have done a great job within our math and language arts teams to use NC Check-In data to reteach concepts and reconfigure our remediation block so that it functions more efficiently.</p> <p>10/10/19 - We feel this goal, while PLT's are being utilized, can be fully implemented by utilizing Open Up resources in math to fidelity and also using iReady math diagnostic to help remediation efforts for struggling students. Additionally, language arts efforts to build skills in reading</p>		Lisa Cagle	06/08/2021

	informational text will be achieved through science and social studies classes.			
Actions		0 of 4 (0%)		
8/10/17	6th grade teachers will PLT regularly either among content or grade level. Meetings will be documented and contribute to development of lessons/assessments.		Doreen Castelloe	06/08/2020
<i>Notes:</i>				
8/10/17	7th grade teachers will PLT regularly either among content or grade level. Meetings will be documented and contribute to development of lessons/assessments.		Ashley Moody	06/08/2020
<i>Notes:</i>				
8/10/17	8th grade teachers will PLT regularly either among content or grade level. Meetings will be documented and contribute to development of lessons/assessments.		Tara Davis	06/08/2020
<i>Notes:</i>				
8/10/17	Elective teachers will PLT regularly either among content or grade level. Meetings will be documented and contribute to development of lessons/assessments.		Angela Frye	06/08/2020
<i>Notes:</i>				
Implementation:		04/16/2018		
Evidence	4/16/2018 Walkthrough data and PLT meeting minutes as well as peer observations			
Experience	4/16/2018 Teachers are teaching content aligned with the curriculum as evidenced by walkthrough data.			
Sustainability	4/16/2018 Continue to meet regularly with content area/grade level as well as to share walkthrough data with staff members. Teachers are encouraged to attend system PLTs that involve discussions about content areas.			
A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Instructional teams within the school are meeting on a regular basis and data regarding student performance gained from benchmark tests	Limited Development 05/03/2017		

	are discussed. There are areas where this data is used to drive reteaching or remediation, however, this is not observed as a school-wide implementation. Greater consistency should be shown in the implementation of similar resources to bolster the discussions in PLT groups and reflection should be documented in regard to these items to evaluate their effectiveness within the classroom setting.			
	Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:	<p>PLT's (Professional Learning Teams) will have formal meetings that take place on a routine basis. These meetings will be documented in a way that is consistent across the school and feedback will be provided routinely by administration and/or lead teacher. Same grade level content areas will utilize this time to share materials, lesson activities, and assessments that are standards based. PLT's will also evaluate materials and activities used for effectiveness and differentiate them as needed to ensure student growth.</p> <p>8/8/18 - This process should become more streamlined as NC Check-Ins are being used for all benchmark tests in all grades this year. Additionally, the school system is looking to take part in a pilot program with Pearson to create Common Formative Assessments for teachers to administer at the halfway point in a quarter.</p> <p>4/30/19 - NC Check-Ins have been used consistently in PLT's to demonstrate areas of weakness for students. Ms. Stone and Ms. Cagle have also analyzed results from NC Check-Ins, as well as classroom gradebooks, to determine where students can be best served and find themselves in a situation where they have the greater opportunity for success.</p>	Objective Met 08/14/19	Lisa Cagle	06/07/2019
Actions				
10/20/17	6th grade content area PLTs meet at least once per week to discuss standards based activities, lessons, and assessments that are to be implemented across the subject for that grade level.	Complete 05/01/2019	Brooxie Martin	06/07/2019
	<i>Notes:</i> This strategy is intended to bolster the level of conversation that takes place in our PLT meetings.			
10/20/17	7th grade content area PLTs meet at least once per week to discuss standards based activities, lessons, and assessments that are to be implemented across the subject for that grade level.	Complete 05/01/2019	Ashley Moody	06/07/2019

	<i>Notes:</i> This strategy is intended to bolster the level of conversation that takes place in our PLT meetings.			
10/20/17	8th grade content area PLTs meet at least once per week to discuss standards based activities, lessons, and assessments that are to be implemented across the subject for that grade level.	Complete 04/16/2018	Tara Davis	06/07/2019
	<i>Notes:</i> This strategy is intended to bolster the level of conversation that takes place in our PLT meetings.			
10/20/17	In their PLT, 6th grade teachers will utilize data from benchmarks and check ins to drive instruction, aligning activities with areas of weakness for each subject area.	Complete 04/16/2018	Joann Keeter	06/07/2019
	<i>Notes:</i>			
10/20/17	In their PLT, 7th grade teachers will utilize data from benchmarks and check ins to drive instruction, aligning activities with areas of weakness for each subject area.	Complete 04/16/2018	Ashley Adams	06/07/2019
	<i>Notes:</i>			
10/20/17	In their PLT, 8th grade teachers will utilize data from benchmarks and check ins to drive instruction, aligning activities with areas of weakness for each subject area.	Complete 05/01/2019	Karen Rouse	06/07/2019
	<i>Notes:</i>			
Implementation:		08/14/2019		
Evidence	8/14/2019			
Experience	8/14/2019			
Sustainability	8/14/2019			

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	Target Date
Initial Assessment:		Our MTSS team meets on a monthly basis and discusses performance and attendance data regarding students that have been brought to the committee's attention as in need of interventions. This team identifies the current systems being used to support the student and identifies additional students as requested by the grade level teams in the	Limited Development 10/22/2019		

	building. This team also works in tandem with our administrative team, which analyzes school data, attendance data, and performance data to make school-wide decisions regarding appropriate use of remediation and intervention.			
How it will look when fully met:	Our MTSS will appropriately identify students for Tier 2 and Tier 3 interventions and all staff members will have a working knowledge of interventions and appropriate documentation of their effectiveness.		Pam Harden	01/04/2021
Actions		0 of 2 (0%)		
10/22/19	MTSS will meet on a monthly basis and will document discussions/notes/data for each student that is brought forward.		Pam Harden	06/10/2020
	<i>Notes:</i>			
10/22/19	Grade levels will implement interventions for identified students and document progress and/or effectiveness of interventions.		Kristie Smith	06/10/2020
	<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
Initial Assessment:			As a school, we are currently working to identify how to meet the needs of each individual student through the implementation of Multi-Tiered Student Support (MTSS) as well as properly identifying and utilizing interventions and remediation for students who may be identified in Tier 2 or 3.	Limited Development 05/02/2017		
How it will look when fully met:			When this goal is fully accomplished, all classrooms will offer research-based methods of differentiation and interventions that provide opportunities for remediation and reteaching students in all core subjects.		Pam Harden	06/03/2020
Actions				3 of 4 (75%)		
	9/19/17		School-wide professional development will focus on personalizing instruction.	Complete 04/16/2018	Lisa Cagle	10/03/2017
			<i>Notes:</i>			

9/19/17	MTSS team will meet at least once a month to address academic concerns regarding students and will provide systems of support for students who may need Tier 2 or Tier 3 supports.	Complete 03/08/2019	Pam Harden	03/10/2019	
<i>Notes:</i>					
5/1/19	Teachers will consistently implement Tier 1 strategies in all classrooms throughout the instructional day to provide ongoing interventions for students.		Michael Crider	06/03/2020	
<i>Notes:</i>					
9/19/17	Support staff will follow up with students who are deemed "at-risk" due to behavior, attendance, and/or academics.	Complete 04/16/2018	Kristie Smith	06/07/2020	
<i>Notes:</i> This will involve a variety of support staff members and may include varied resources depending on the area of need.					
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
<i>Initial Assessment:</i>		Students are provided with opportunities intermittently throughout the year to identify processes needed for making good choices in life, through the health curriculum, future Olweus lessons, character lessons presented on Fridays in remediation time, and Communities in Schools activities such as the Reality Store and Career Day. While most staff members are aware of the importance of focusing on student emotional states, more attention and focus needs to be shifted on proactive solutions to student issues. Guidance staff members document when they meet with students and also make regular appointments to talk with students facing academic difficulty in their core classes.	Limited Development 05/02/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		All staff members will demonstrate cultural awareness and sensitivity and will be aware of all environmental and developmental factors that contribute to a student's success.		Michael Crider	06/05/2020
<i>Actions</i>			2 of 3 (67%)		
9/19/17	PLT/Grade level teams will discuss student data to determine needs for remediation and extra support.	Complete 04/16/2018	Kasey Wood	09/26/2017	
<i>Notes:</i> Discussions regarding remediation needs will be documented in PLT minutes.					
9/19/17	Professional development, with a focus of personalizing instruction, will have training in both cultural sensitivity and differentiation.	Complete 04/16/2018	Lisa Cagle	10/03/2017	

		<i>Notes:</i>			
	8/14/19	Staff members will increase awareness and utilize the various resources available to meet the social and emotional needs of students that can be considered "at-risk".		Brittany Roberti	06/07/2020
		<i>Notes:</i>			
Implementation:			04/16/2018		
	Evidence	4/16/2018 Professional developments offered by Laura Porcelli and Erin Giustizia.			
	Experience	4/16/2018 Teachers are monitoring individual student success and referring students to appropriate resources when additional help is needed. Professional development has been offered regarding cultural diversity.			
	Sustainability	4/16/2018 Continued referral of students to needed supports. Ongoing professional development.			
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
Initial Assessment:		Content areas are meeting across grade levels to promote consistent transition to the subject over years. Transition nights are held for rising 6th and 9th graders. Middle school counselors visit elementary and high school counselors visit middle schools to talk about transition and essential information. Student tours are arranged for both rising 6th and 9th grade students. High school and college "language" is promoted in the classroom (i.e. GPA, major, minor, class ranking, percentile, community service requirements, etc.). 6th grade students visit Randolph Community College, while some 8th grade students also visit on a more individualized basis. Career day is held annually for all grade levels, giving students access to information on a variety of possible career fields and industries.	Limited Development 08/10/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		Students will be fully prepared for the next educational level with intentional scaffolding as the year progresses to prepare. Rising 6th and 9th students identified in the Exceptional Children (EC) program receive additional specialized support regarding transitions. EC students and	Objective Met 05/01/19	Brittany Roberti	03/12/2019

their families also take part in transitional Individual Education Plan (IEP) meetings to cater student goals to resources offered at the next level of transition. Vertical walkthroughs at elementary and high schools take place to discuss student transitions to the respective school; furthermore, principals conduct walkthroughs vertically to prepare their students for expectations and procedures at the school students will be transitioning to.

Actions				
8/10/17	More 8th grade students to participate in RCC site based learning experience.	Complete 04/16/2018	Pam Harden	06/08/2018
<i>Notes:</i>				
4/16/18	Transition Nights for rising 6th and 9th graders.	Complete 04/16/2018	Brittany Roberti	06/08/2018
<i>Notes:</i>				
4/16/18	WIN time during school day to support students progression along levels.	Complete 04/16/2018	Brittany Roberti	06/08/2018
<i>Notes:</i>				
4/16/18	2 way communication between members of administration from elementary to middle to high school.	Complete 06/21/2018	Michael Crider	06/18/2018
<i>Notes:</i>				
8/10/17	Including instructional staff members on vertical visits to elementary and high schools.	Complete 03/06/2019	Lisa Cagle	03/07/2019
<i>Notes:</i>				
Implementation:		05/01/2019		
Evidence	5/1/2019 - Teachers have requested the ability to hand-schedule students for the next school year, which they feel as though will help eliminate potential issues among students and also meet the instructional needs of students more efficiently. Transition night was held for rising 6th grade students in March and tours were arranged for 8th grade to HS (February) and rising 6th grade students (April). Additionally, EC staff continue to coordinate successful transition of EC students from elementary to middle and from middle to high school.			
Experience	5/1/2019 - Ms. Cagle has worked with elementary schools and high school to allow 6th grade and 8th grade teachers to visit classrooms in 5th grade and 9th grade. Half-day substitutes were paid for by the school and vertical conversations were arranged with the feeder schools to facilitate instructional dialogue among teachers. Additionally, principals of elementary schools meet with middle school			

			principal for scheduling purposes and to provide background knowledge on an "as-needed" basis.			
		Sustainability	5/1/2019 - These meetings should continue to occur periodically and emphasis will continue to be placed on the importance of transitions that are taking place between levels.			
		A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	While our school does a great job overall of identifying students that are possibly "at-risk", we can strive to do a better job of recognizing this at an earlier stage in the year. Our school is currently in the beginning stages of Schools That Lead, Cohort 2, and we feel that this gives us an opportunity to highlight students who demonstrate what are considered Early Warning Indicators (EWI's) and work with them to help overcome barriers to their academic success.	Limited Development 10/22/2019		
		How it will look when fully met:	When fully implemented, our school will begin identifying students as early as two weeks into the school year that may be at risk for academic failure or 9th grade retention without safeguards in place to intervene for the student.		Michael Crider	06/10/2020
		Actions		0 of 1 (0%)		
		10/22/19	The principal will create and maintain an EWI tracking list that will be utilized to target students in need of interventions for attendance, behavior, and/or course performance.		Michael Crider	06/10/2020
			<i>Notes:</i> Tracking list should be updated on a quarterly basis.			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
		Initial Assessment:	The LEA has a support team listed in the evidence folder.	Full Implementation 10/10/2019		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at	Implementation Status	Assigned To	Target Date

			least twice a month) to review implementation of effective practices.(5137)			
<i>Initial Assessment:</i>			Our school has a School Improvement Team and supporting teams (Administrative Team, Data Team, MTSS Team, Attendance Team) that meet on a regular basis at least twice a month to drive best practices and procedures.	Full Implementation 10/10/2019		

Core Function:	Dimension B - Leadership Capacity					
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Effective Practice:	Distributed leadership and collaboration					
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	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Duties for all grade levels are assigned throughout the building in morning and afternoon and supervision of students is a shared requirement of all staff members.	Full Implementation 10/10/2019		

Core Function:	Dimension B - Leadership Capacity					
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Effective Practice:	Monitoring instruction in school					
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		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school has an expectation for students to have access to tutoring after school offered by each teacher once a week. The school also has a block of time that is set aside for remediation or enrichment. However, tutoring is as needed and the current block of time during the school day is used as an extension of a regular block. We strive to increase the student's desire to use tutoring effectively. Additionally, we hope to provide more structure for the remediation block that currently exists at our school.	Limited Development 09/19/2017		
			Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:			Our goal is for the remediation or enrichment block to be used as a true opportunity to group students by achievement levels and offer appropriate remediation strategies or enrichment activities in language arts and math four days a week.	Objective Met 04/16/18	Kasey Wood	03/30/2018
Actions						

	9/19/17	Data team will meet twice a month to plan and monitor the effectiveness of the grouping and instruction of leveled remediation/enrichment groups.	Complete 11/02/2017	Brittany Roberti	11/02/2017
	<i>Notes:</i>				
	9/19/17	Grade levels will revisit the grouping of students at the end of each quarter to effectively monitor student progression in language arts and/or math.	Complete 04/16/2018	Beverly Allman	01/14/2018
	<i>Notes:</i>				
	Implementation:		04/16/2018		
	Evidence	4/16/2018 WIN groupings, tutoring days.			
	Experience	4/16/2018 All teachers are monitoring student progress in math and reading and moving students among leveled instruction as needed.			
	Sustainability	4/16/2018 Continued monitoring of the WIN process.			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To
	Initial Assessment:		Limited Development 05/03/2017		
	<p>The principal and assistant principal conduct observations and walkthroughs and use this data set to build evaluations for certified staff members on a yearly basis. The number of observations is primarily based on the designation of license a teacher or support staff member has. Administration provides feedback in a timely, appropriate manner for observations but processes still need to be followed consistently in regard to feedback for walkthroughs. Administration also needs to have a greater role in the facilitation of PLT's as teachers are meeting on a regular basis but are not keeping consistent records of minutes or agendas when meeting. The school system also does a district walkthrough of the school twice a year. The principal is the only individual in the school that is notified of the date and walkthroughs take place throughout the day, followed by a debrief with the walkthrough team of the observations noted. The principal is required to spend two hours a day in classrooms, which is generally followed outside of pressing student or community issues.</p> <p>8/8/18 - District instructional walkthroughs also now have the capacity to involve assistant principals and lead teachers if the opportunity</p>				

	allows. This could be beneficial to allow a greater number of people to witness quality instruction in other parts of the school system.			
How it will look when fully met:	Feedback will be provided promptly to individual teachers and data from walkthroughs will be discussed as trends emerge across the school.		Michael Crider	02/04/2020
Actions		0 of 2 (0%)		
9/19/17	Google walkthrough form will be created and utilized to show school-wide trends in instructional practice.		Lisa Cagle	02/15/2020
	<p><i>Notes:</i> The form has been created and the team is in the process of using this form during the first grading period. The principal is also tracking time in classrooms through the use of a Google document and administration is tracking observations conducted on Google spreadsheet.</p> <p>8/8/18 - The form was created and has the capacity to be very beneficial. However, it was not used on a wide scale and systems should be modified to allow for reflection in mathematical practices and ELA focal points with the change in standards.</p>			
9/19/17	Evaluation schedule for all certified staff members will adhere to due dates established by Human Resources.		Michael Crider	04/30/2020
	<p><i>Notes:</i> This strategy was somewhat successful in the previous school year but principal should continue to adhere to all deadlines with fidelity.</p> <p>4/30/19 - HR deadlines were ahead of schedule prior to March but have lapsed since. More prior planning is required in order to get peer observations done prior to deadlines.</p>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our school does not have a formal peer observation schedule but would benefit from one as we used to have this in place a couple of years ago. With new faces in the building it would prove beneficial as we continue to implement new resources into our math curriculum.	Limited Development 10/22/2019		

How it will look when fully met:	When fully implemented, our staff members will have a concrete structure to observe other teachers in the building on a monthly basis and will be accountable for documenting their efforts and takeaways from said observations.		Michael Crider	01/04/2021
Actions		0 of 2 (0%)		
10/22/19	Administration will create a peer observation plan for teachers to observe on an ongoing basis.		Michael Crider	12/10/2019
<i>Notes:</i>				
10/22/19	A system will be created for teachers to submit notes from peer observations to increase school-wide data in gauging quality of instruction.		Amanda Stone	02/20/2020
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school structures the following school year's professional development (PD) around the needs of the school as voiced by the School Improvement Team (SIT). The continued focus will be on successfully implementing Multi-Tiered Student Support (MTSS) across the school and mainly determining what effective instruction looks like for all students. Resources have been identified by the district's MTSS coach (Laurie Sypole) and school leadership is allocating resources to purchase some of these resources so they can be utilized by teams and grade levels. PD is also offered at the district level in regard to MTSS, Academically/Intellectually Gifted (AIG), and English Language Learners (ELL) programs so teachers can properly understand concepts of differentiation as they pertain to our students. Middle schools and high schools in our district are also involved in SREB training, which helps our schools and our teachers plan lessons around units and big questions that seek to enhance student problem-solving and application.	Limited Development 05/03/2017		
How it will look when fully met:		Data-driven PLT's and school meetings will drive all major decisions made at the school that impact instruction. Additionally, math and			Lisa Cagle	06/05/2020

	language arts teachers will participate in PLT's to unpack and implement the new standards for math and language arts beginning with this school year.			
Actions		2 of 3 (67%)		
9/19/17	Instructional walkthroughs will be conducted by district leadership and feedback will be provided to administration.	Complete 08/08/2018	Michael Crider	04/11/2018
	<i>Notes:</i>			
9/19/17	PLT's will provide specific documentation of topics addressed in meetings.	Complete 03/22/2019	Tara Davis	03/24/2019
	<i>Notes:</i>			
9/19/17	SREB strategies will be implemented in at least 50% of classrooms in our school by the end of the year.		Lisa Cagle	06/05/2020
	<i>Notes:</i> There are several new instructional staff members in the 18-19 school year that will need training on SREB strategies. 4/30/19 - Because of the need for an SREB sustainability plan to be developed by the school, we feel as though this would be a great use of this indicator in the monitoring of our implementation.			

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All evidences for LEA implementation for HR procedures and retention of talent have been uploaded.	Full Implementation 10/10/2019		

Core Function:		Dimension D - Planning and Operational Effectiveness				
Effective Practice:		Facilities and technology				
		D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school, in the past, has used funds derived from remediation budgets to purchase carts of netbooks and Chromebooks for student use. These budgets have either been tied up primarily in district-contracted software, such as Achieve 3000, or not distributed	Limited Development 10/20/2017		

	<p>altogether (as is the case this year) due to state budget cuts and class size ratio mandates. Still, the school holds a chocolate fundraiser in the fall to raise roughly \$10000 to purchase approximately 20-25 Chromebooks. This is something we have tried to do for the last two years now including this current one.</p> <p>Our individual clubs also have purchased or are in the process of purchasing Chromebooks if they have the funds to do it. Student Council purchased 10 last year, our Yearbook Club is purchasing 15 this year, and we are looking at other opportunities for this as well. We are also planning on using a cart of laptops that connect to docking stations if teacher computers start to go out, which is a possibility given the age of some of the computers currently used by staff members.</p>			
How it will look when fully met:	<p>When this objective is fully met, all students will have access to a Chromebook at any time during the school day and we will be able to conduct online testing as a school without any assistance from elementary schools. An inventory documenting the number of computers and calculators on hand and functioning will present proof of ability to carry out these expectations. This will be a necessary component of our testing plan as the school system moves towards online testing for the 2020-2021 school year.</p>		Christie Embree	06/11/2021
Actions		0 of 2 (0%)		
10/20/17	Inventory school technology for necessary upgrades or additions and identify computers that need to be fixed or discarded.		Christie Embree	06/07/2020
	<i>Notes:</i>			
10/20/17	Analyze local funding to determine budgets that can produce enough funds for meaningful purchase of necessary technology.		Michael Crider	06/08/2020
	<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
Initial Assessment:		The school communicates effectively with the community on a weekly basis through the use of an automated calling system (School	Limited Development 05/03/2017		

	<p>Messenger) that sends a phone call out to all parents/guardians on Sunday evenings. This phone call is generated by the principal and is mainly for notification of school-wide events and important dates. Additionally, this phone call is also sent to parents and staff as an email if a valid email is entered for the individual in PowerSchool. Administration also communicates with parents/guardians of students for behavior issues and/or academic issues. Guidance and the student advocate also contact parents and guardians for academic issues as well as attendance issues. Letters are sent home for students who have reached a certain level of unexcused absences; excessive absences can warrant a conference with guidance or even a home visit by the social worker. Interim reports and report cards are sent home every quarter and each report card is signed and observed by the administration. While communication from staff to parents is required and mostly effective, processes need to continue to be in place to further improve the communication between parents and staff members on a consistent basis.</p>			
How it will look when fully met:	<p>While our school communicates a lot of different things in a variety of ways, we hope to make this a constant among all staff members. Full implementation would involve staff members calling parents for face-to-face conferences to discuss issues with grades or behavior as well as contacting all parents that they teach at the beginning of the school year to establish a foundation for positive communication.</p>		Michael Crider	04/30/2020
Actions		1 of 3 (33%)		
9/19/17	<p>Certified staff members will submit list of students "at risk" of failing and provide proof of parental contact (or attempted contact).</p>	Complete 04/12/2019	Kristie Smith	04/24/2019
	Notes:			
9/19/17	<p>The school will increase the use of Twitter for school-wide events.</p>		Brittany Roberti	04/30/2020
	Notes: 4/30/19 - While Twitter was used a little more often this year, we will continue to attempt to utilize this, in conjunction with the school system Twitter account, to issue updates on a more frequent basis. We would like to see this medium become a reliable way in which updates get seen by the community at-large.			
10/10/19	<p>Establish and regularly maintain a school Instagram account to help with dissemination of information.</p>		Christie Embree	05/25/2020
	Notes:			

Core Function:	Dimension E - Families and Community
Effective Practice:	Community Engagement

	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	The school does communicate with the community at large through phone calls and emails, as well as required documents that are sent home on dates designated by the school system. The school will benefit from greater attention to information on the school website and will also work with the Public Information Officer (Tim Moody) to explore alternate ways in which to disseminate information. Community input is found in organizations such as the Parent Teacher Organization (PTO) and the Athletic Boosters, and parent membership is requested for the School Improvement Team. Flyers that are sent home are now primarily sent electronically through the use of Peachjar.	Limited Development 05/03/2017			
<i>How it will look when fully met:</i>	<p>Teachers and staff members will ensure that their school webpages have pertinent and current information. Announcements and phone call messages will continue to be routine and contain up-to-date information. The school will utilize social media to promote events and communicate with the public, while administration will continue to email a staff newsletter on a weekly basis to keep staff members informed of school events and meetings.</p> <p>4/30/19 - More staff members are utilizing Canvas as an online platform for students to submit assignments and take quizzes. However, more work needs to be done across the school to increase webpage usage.</p>		Christie Embree	04/30/2020	
Actions			0 of 5 (0%)		
10/20/17	6th grade teachers will ensure that their webpage includes up to date information that is easily accessible including major assignments/events as well as tutoring days. Teachers will check their webpages quarterly to ensure that this information is present and easily found.		Christie Embree	06/05/2020	
<i>Notes:</i>					
10/20/17	7th grade teachers will ensure that their webpage includes up to date information that is easily accessible including major assignments/events as well as tutoring days. Teachers will check their webpages quarterly to ensure that this information is present and easily found.		Christie Embree	06/05/2020	
<i>Notes:</i>					

10/20/17	8th grade teachers will ensure that their webpage includes up to date information that is easily accessible including major assignments/events as well as tutoring days. Teachers will check their webpages quarterly to ensure that this information is present and easily found.		Christie Embree	06/05/2020
<i>Notes:</i>				
10/20/17	Elective teachers will ensure that their webpage includes up to date information that is easily accessible including major assignments/events as well as tutoring days or after school meetings. Teachers will check their webpages quarterly to ensure that this information is present and easily found.		Christie Embree	06/05/2020
<i>Notes:</i>				
10/20/17	Southwestern Randolph Middle School will use the Twitter platform to communicate with parents and the community at least biweekly. Twitter posts can be reminders, announcements, or a highlight of campus/classroom activities.		Brittany Roberti	06/05/2020
<i>Notes:</i>				



NCStar/SIP Mandatory Components

School Name: Southwestern Randolph Middle 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.

Southwestern Randolph MS is requesting a waiver from the state-required on-going operational activity of providing a daily duty-free lunch for teachers.

The laws which the waiver is requesting exemption from are:

115C-301.1. Duty-free instructional planning time.

115C-105.27. Development and approval of school improvement plans.

All full-time assigned classroom teachers shall be provided duty-free instructional planning time during regular students contact hours. The duty-free instructional planning time shall be provided to the maximum extent that provides for the safety and proper supervision of children during regular student contact hours. Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.

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.

Planning periods of at least 90 minutes are provided every day for teachers on all grade levels. The expectation exists that teachers will take part in PLC's and/or grade level meetings that will total 90 minutes per week; however, this still leaves teachers will roughly six hours of planning time that is largely uninterrupted.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

5th grade students entering the 6th grade are visited at their home school by our guidance counselors early in February and a “Transition Night” is held for rising 6th grade students so they can receive general information about middle school and we can address frequently asked questions and concerns. Additionally, 5th grade students are given a school tour in late April or May by 8th grade outgoing Beta Club students and are given an opportunity to interact more closely with 6th grade teachers and support staff. Over the summer, the principals of the elementary schools conference with the middle school principal to address potential issues and separate students as necessary to avoid student conflict.

8th grade students are given a tour of the high school in late February and the high school we feed into (SWRHS) has a parent night for rising freshmen at a later date so parents can receive similar information but also help their students make better choices about what classes they will attend. HS counselors come down to register 8th grade students in high school courses in March. Early College comes to our school to present to 8th grade students interested in applying as early as November and our guidance department walks interested students through the process.

In addition to all of these items, the principal of the middle school conducts walkthroughs with principals at Seagrove ES, Southmont ES, and Southwestern Randolph HS twice in the first semester as a way of building community and lines of communication.