



**Randleman Middle School
School Improvement Plan
2018-2019**

Comprehensive Progress Report

Mission: 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. 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.

Vision:

Goals:

Randolph County School System Goal 2019 By the end of the 2018-2019 school year, at least 75% of the students taking End-of-Grade (EOG) tests and End-of-Course (EOC) tests in the Randolph County School System will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” Level or higher.



! = 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>		Based on discipline data from the 2016-2017 school year, many teachers effectively establish and maintain effective classroom rules and procedures. As we begin the 2017-2018 school year, our goal is to focus on ALL teachers maintaining high expectations and consistently enforcing school-wide and classroom rules and procedures. While we do not have a significant percentage of beginning teachers on staff, support needs to be provided in this area to those we do have on staff.	Limited Development 10/08/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		When this is fully implemented, school staff will consistently enforce school-wide and classroom procedures and students will be able to self-correct their behaviors in order to maintain a positive learning environment. Students will develop leadership skills by modeling positive behaviors. In addition, there will be a decrease in number of discipline referrals.		Todd Beane	06/07/2019
<i>Actions</i>			6 of 7 (86%)		
10/8/17		At the beginning of the school year, teachers will conduct activities designed to create a sense of community within individual classes.	Complete 11/01/2017	Melanie Richey	10/31/2017
<i>Notes:</i>					
10/8/17		Beginning teacher (BT) monthly meetings will include professional learning experiences for these new teachers.	Complete 04/24/2018	Melanie Richey	06/08/2018
<i>Notes:</i>					
10/8/17		Professional development such as, Effective Classroom Management Module will be provided as needed through self-paced online modules on True North Logic.	Complete 04/30/2018	Tracy Dawes	06/08/2018
<i>Notes:</i>					
10/8/17		Fifth grade teachers will implement Class Dojo as a means of reinforcing positive classroom behavior as well as communicating with parents regarding both positive and negative behaviors.	Complete 09/01/2017	Megan Moose McClure	06/08/2018
<i>Notes:</i>					
10/8/17		Students will be given an opportunity to reflect on negative behavior choices and indicate what different choices could be made in the future.	Complete 05/01/2018	Cynthia Shaner	06/08/2018
<i>Notes:</i>					

10/8/17	Discipline data will be maintained, reported and analyzed to determine students needing additional assistance as well as teachers requiring support.	Complete 06/08/2018	Todd Beane	06/08/2018
<i>Notes:</i>				
11/4/18	Discipline data will be maintained, reported and analyzed to determine if changes in school-wide procedures based on 2017-2018 data have been effective in reducing incidents.		Melanie Richey	06/07/2019
<i>Notes:</i>				
Implementation:		06/12/2018		
Evidence	5/1/2018 Class Dojo records, discipline data and a folder on Google Drive with team and community building activities are some of the items used as evidence.			
Experience	5/1/2018 Teachers began the year by completing activities geared toward creating a sense of community within each classroom, the grade level and the school as a whole. Students participated in creating classroom norms and expectations for supportive behavior. The 5th grade teachers and some EC and elective teachers have implemented Class Dojo as a means of supporting classroom management efforts as well as maintaining constant communication with parents. The response to this tool has been overwhelmingly positive from both teachers and parents.			
Sustainability	5/1/2018 A continued and expanded effort to create community in the school will help teachers in the classroom as well as provide students with the tools needed to learn empathy, respect and caring for each other. Teachers who have successfully implemented Class Dojo will present information to other staff in an effort to expand the use of this tool.			

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>		Grade level, subject based professional learning teams meet weekly to create and plan instructional activities which are standards aligned. These teams also utilize common formative assessments, Check-Ins, and Pearson assessments to evaluate student progress and modify instruction as needed. While focusing on content standards, teams will also evaluate assessment data and plan for standards aligned remediation and enrichment as needed.	Limited Development 09/20/2016		
<i>How it will look when fully met:</i>		Teams will have met weekly to create and plan standards aligned instructional activities. While delivery may vary from classroom to classroom, instructional activities will be consistent across grade level content areas. At each meeting, members will complete notes using a template provided to them.		Tracy Dawes	06/07/2019
Actions			0 of 5 (0%)		
	10/2/18	Teachers will enter common assessment data in their grade level data workbook.		Melanie Richey	04/30/2019
	<i>Notes:</i>				
	10/2/18	Remediation will be fluid based on standards aligned common assessment data.		Tracy Dawes	05/31/2019
	<i>Notes:</i>				
	10/16/17	Schedule weekly PLT meetings to accommodate common planning, providing classroom coverage where needed.		Melanie Richey	06/07/2019
	<i>Notes:</i>				
	10/2/18	Schedule 5th grade PD/planning sessions with district lead teachers.		Dawn Jenkins	06/09/2019
	<i>Notes:</i>				
	10/2/18	Provide access to new standards and instructional resources for ELA and Math PLTs.		Dawn Jenkins	11/01/2019
	<i>Notes:</i>				

	A2.25	The teacher builds students' ability to use a variety of learning tools. (5339)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, teachers are participating in ongoing professional development to learn more ways of supporting student learning. In addition to print tools for learning, teachers are using an increasing number of digital tools.	Limited Development 11/04/2018		
How it will look when fully met:		Teachers will have gained an understanding of and comfort in using a variety of digital tools for student learning. They will have participated in professional learning sessions conducted by the media specialist to not only increase their options for digital tools but also to earn the required digital competency credits for licensure renewal.		Kalie Berry-Wilson	06/07/2019
Actions			0 of 3 (0%)		
11/4/18		The media specialist will conduct digital learning sessions for teachers.		Kalie Berry-Wilson	05/01/2019
		<i>Notes:</i>			
11/4/18		Fifty percent of teachers will have earned at least one digital competency credit, required for licensure renewal. The lead teacher will monitor participation and submit documentation for credits earned.		Dawn Jenkins	05/01/2019
		<i>Notes:</i>			
11/4/18		The media specialist will co-teach lessons involving digital tools with classroom teachers.		Kalie Berry-Wilson	05/01/2019
		<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, all core content teachers maintain data workbooks which include previous year NCFE and EOG data as well as current year common formative assessment and benchmark data. Teachers meet as grade level teams as well as grade level, content area PLTs to review data and inform instruction.	Limited Development 11/04/2018		
<i>How it will look when fully met:</i>		When fully implemented, all grade level teams and grade level, content area PLTs will effectively use student data to provide ongoing remediation and enrichment as well as inform instruction.		Melanie Richey	04/30/2019
<i>Actions</i>			0 of 5 (0%)		
	11/8/18	Teachers will be taught how to use Data Mart as a tool for analyzing past and current student data, examining projections and informing instruction.		Melanie Richey	06/01/2018
	<i>Notes:</i>				
	11/5/18	Using data from Data Mart, data workbooks containing year end scores and demographic information will be created for all core content subjects in each grade level.		Melanie Richey	11/15/2018
	<i>Notes:</i>				
	11/5/18	Teachers will enter common formative assessment (CFA) and NC Check-Ins (benchmark) data for each student.		Melanie Richey	04/30/2019
	<i>Notes:</i>				
	11/5/18	Grade level teams will analyze NC Check-Ins data.		Melanie Richey	04/30/2019
	<i>Notes:</i>				
	11/5/18	Grade level, content area PLTs will analyze data to inform instruction. Dawn Jenkins, Lead Teacher and Melanie Richey, Assistant Principal will meet with PLTs to provide support.		Melanie Richey	05/31/2019
	<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>		The master schedule includes time each day for remediation and/or enrichment. Some teams use data from benchmarks, common formative assessments and classroom assessments to group students based on academic need. Many teachers differentiate instruction in their classes but feel that more resources, especially technology, are needed to fully implement and reach the individual needs of students across all tiers. In addition, 2016 NC Teacher Working Conditions Survey data reveal 55% of teachers feel they need additional support with differentiation. The school MTSS team meets monthly.	Limited Development 09/20/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		When this objective is fully met, there will be an increase in the percentage of students demonstrating growth and achieving grade level proficiency on end of the year testing. Students in the MTSS process will have been signed out either due to progress or the need for testing. Teachers will have received support in differentiation and 2018 NC Working Conditions results will show a decrease in the percentage of teachers needing professional development in this area.	Objective Met 05/01/18	Tracy Dawes	06/08/2018
Actions					
	10/9/17	Teachers will analyze benchmark/NC Check-Ins data and modify instruction as needed.	Complete 03/29/2018	Melanie Richey	05/31/2018
<i>Notes:</i>					
	10/9/17	Students will receive remediation through Tiger Time and/or an elective remediation class.	Complete 05/01/2018	Tracy Dawes	06/08/2018
<i>Notes:</i>					
	10/9/17	The MTSS team will meet monthly to evaluate student data and determine next steps.	Complete 04/13/2018	Cynthia Shaner	06/08/2018
<i>Notes:</i>					
	10/9/17	Teachers will receive professional development and support in differentiating instruction.	Complete 05/01/2018	Dawn Jenkins	06/08/2018

Notes: Professional development was provided for teachers in other areas where need was indicated. Ms. Jenkins arranged for the district ESL lead teacher to provide PD on differentiating instruction for ELs for classroom teachers. Results of the NC Teacher Working Conditions Survey will provide additional information needed to determine PD needs for next year.

Implementation:	05/01/2018			
Evidence	5/1/2018 MTSS team minutes (stored in Indistar) as well as professional development logs are some of the evidences used for this objective.			
Experience	5/1/2018 Following each administration of the NC Check-Ins benchmark, grade level teams reviewed and analyzed data with administration. Teachers planned next steps and utilized the NC Check-Ins materials during instruction. The MTSS team meets monthly and evaluates the progress of students in the MTSS process. The lead teacher arranged for the district ESL lead teacher to come to RMS and provide PD on differentiating instruction for ELs. In addition, the lead teacher provided PD through canvas focused on best instructional practices. She also facilitated the increased implementation of MDC and LDC with all grade level content area teachers participating. Tiger Time is used as a time for teachers to provide remediation and/or instructional support to students who are not meeting grade level expectations in the regular classroom.			
Sustainability	5/1/2018 When NC Teacher Working Conditions Survey results are released, results will be evaluated to determine professional development needs for next year. With NC Check-Ins expanding to other grade levels next year, the process of reviewing and analyzing data will be continued to support student learning.			

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>	<p>According to our North Carolina Department of Public Instruction (NCDPI) Needs Assessment visit in the fall of 2015, we were assessed as follows: What the school does well: The school is safe, orderly, and inviting, creating an environment conducive to learning. Competent, caring adults create a nurturing community where students feel connected to "Tiger Nation." The administration is visible and accessible, providing opportunities for staff, students, and parents to share ideas and to voice concerns. Behavioral and procedural expectations are evident, supporting effective use of instructional time. Teachers plan collaboratively and engage in dialogue about students, instructional strategies, and resources. The staff provides structures to meet the social and emotional needs of students, allowing students to focus on academics.</p>	Limited Development 09/20/2016			
	<p>Priority Score: 3 Opportunity Score: 3</p>	Index Score: 9			
<i>How it will look when fully met:</i>	<p>Guidance counselors will share available support services with teachers to increase their understanding of available programs. Guidance counselors will work with classes on counseling lessons that address emotional issues and needs. Student background knowledge is revisited during grade level team meetings to ensure teachers understand students' history. Parent consultation will be frequently updated when necessary. Professional development will be offered on effective teams and implementing the Index Card activity. Olweus anti-bully lessons will be implemented on a more regular basis this year. The Randleman Middle School student handbook and Randolph County School System parent/student handbook are referenced as needed to remind students of behavior expectations and consequences. Evidences to show this objective is fully implemented include guidance counselor list of services, counseling lessons, parent contact logs, team meeting agendas/notes, bully lesson plans and professional development notes for the Index Card activity.</p>	Objective Met 11/08/18	Cynthia Shaner	06/09/2017	
Actions					
	9/28/16	Professional development will be offered on effective teams and implementing the Index Card activity.	Complete 10/21/2016	Dawn Jenkins	12/09/2016

	<p><i>Notes:</i> Please coordinate with grade level teams to schedule a time for professional development and the index card activity.</p> <p>April 2017: The professional development for the index card activity was presented to teams in October. At this time, the teachers selected their cards. Teachers have made contact with students and have been monitoring progress. At the March leadership team meeting, members reported updates and feedback from their teams. Overall, teachers feel positively about the index card activity. However, many feel the number of students is difficult to manage in addition to monitoring all of their students. They also reported there is no way to accurately determine the effectiveness of the index card activity. There was much discussion over ways to modify the activity next year.</p>			
9/28/16	Guidance counselors will work with classes on counseling lessons that address emotional issues and needs.	Complete 04/21/2017	Monica Handy	04/21/2017
	<p><i>Notes:</i> Please work with Ms. Cynthia Shaner, counselor, to coordinate counseling lessons for all core classes at all levels.</p> <p>April 2017: Currently, counseling lessons are provided for classes in 5th grade by Ms. Monica Handy, counselor. In grades 6-8 bullying lessons are provided by Mr. David Cross, assistant principal, and implemented by classroom teachers.</p>			
9/28/16	Guidance counselors will share available support services with teachers to increase their understanding of available programs.	Complete 06/09/2017	Monica Handy	06/09/2017
	<p><i>Notes:</i> Please provide a list of support services for teachers regarding available programs for students.</p> <p>April 2017: Counselors remain in constant contact with teachers to determine and locate support services and/or programs for students. Counselors meet with students daily and communicate with families and staff as needed.</p>			
Implementation:		11/08/2018		
Evidence	<p>11/8/2018</p> <p>The lead teacher conducted the index card activity. A record of her meetings with teachers is in her lead teacher log. In addition, counselors have records of lessons conducted as well as meetings with students.</p>			

Experience	11/8/2018 Teachers participated in an activity focused on building relationships with students. Counselors conducted lessons focused on social emotional health and relationships.			
Sustainability	11/8/2018 Counselors as well as the student advocate and social worker will continue focusing efforts on building relationships with students and providing support for their social, emotional, physical and educational needs.			
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
Initial Assessment:	September 2018 - Currently, we provide transition supports for the 4th grade students at Randleman Elementary School, 5th grade students at New Market and Level Cross and our own 8th grade students. Transition events, tours and scheduling meetings are some of the ways these students are provided with the support needed. In addition, special education teachers attend IEP meetings at the elementary schools to ensure students' learning needs will be met. High school special education teachers attend IEP meetings here for the same reason.	Limited Development 10/18/2017		
How it will look when fully met:	Incoming 4th and 5th grade students will indicate a decrease in anxiety upon beginning the school year. Eighth grade students will be aware of all high school course options as well as have the opportunity to apply to the Randolph Early College High School and Uwharrie Ridge 6-12. Parents will indicate satisfaction with the home-school communication.		Tracy Dawes	06/07/2019
Actions		0 of 7 (0%)		
	10/18/17 A transition night for current 4th grade students at Randleman Elementary school will be held to introduce the 5th grade academy.		Melanie Richey	04/30/2019
	<i>Notes:</i>			
	10/2/18 Parents, students and staff will complete Speak Up surveys.		Kalie Berry-Wilson	04/30/2019
	<i>Notes:</i>			
	10/2/18 Current 8th grade students will participate in tours of Randleman High School.		Cynthia Shaner	05/01/2019
	<i>Notes:</i>			

10/2/18	The school counselor will visit feeder schools for transition meetings.		Cynthia Shaner	05/01/2019
	<i>Notes:</i>			
10/2/18	RMS EC teachers will attend feeder school IEP meetings and RHS EC teachers will attend 8th grade IEP transition meetings.		Tracy Dawes	06/09/2019
	<i>Notes:</i>			
10/2/18	A Tiger Camp will be held for all rising 6th grade students.		Melanie Richey	08/01/2019
	<i>Notes:</i>			
10/2/18	Open Houses will be offered by grade level.		Tracy Dawes	08/28/2019
	<i>Notes:</i>			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team: Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry Chappell, Director of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology	Full Implementation 11/04/2018		

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Structures are in place to meet twice a month. Agendas will be created to focus on reviewing implementation of effective practices and assessing school-wide needs.	Limited Development 09/20/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Leadership team meetings will focus on implementing effective practices. Creative ways to implement include book talks, book study, workshop/conference "share out" presentations, setting up and debriefing a "go and see" system and presentations by the lead teacher.	Objective Met 10/25/17	Tracy Dawes	06/08/2017
Actions					
	9/28/16	Set up a book study among the faculty that supports effective practices.	Complete 03/29/2017	Dawn Jenkins	11/18/2016
<p><i>Notes:</i> In book study discussions, continue to focus teachers' attention on implementing effective practices in their classrooms.</p> <p>April 2017: The book study was completed in March. Teachers gained insight on best practices for helping all students succeed. Currently, there has not been follow up on how teachers are implementing what was learned, but this will be done by the end of the year.</p>					
	9/28/16	Presentations by the lead teacher.	Complete 04/28/2017	Dawn Jenkins	04/28/2017
<p><i>Notes:</i> Please share out effective practices that you read about, research or obtain from workshops/conferences/lead teacher meetings.</p> <p>April 2017: The lead teacher presents strategies, best practices and new curriculum and instruction information at professional learning team meetings. In addition, she seeks out teachers to share practices and/or tools they are using in their classrooms.</p>					
Implementation:			10/25/2017		
Evidence		06/01/2017 Evidence is outlined in this document. Implementation Evidence for B1.03 (https://goo.gl/bG9F2w)			
Experience		06/01/2017 Monthly meetings provided an opportunity for reflection and discussion of best practices.			

Sustainability

06/01/2017 The school leadership team as well as the administrative leadership team will continue to meet monthly. During meetings, data will be analyzed, progress will be celebrated and students who are at risk of failure will be identified. Next steps will be discussed.

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Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		September 2018: The school has established specific times for grade level meetings, team meetings and professional learning team meetings throughout the work week. Other meetings include faculty meetings, leadership team meetings, beginning teacher/mentor meetings and data meetings on protected Tuesdays. Committees that meet as needed include the attendance committee, crisis team, Olweus committee, autism committee and multi-tiered system of supports (MTSS) team. The leadership team meets monthly to discuss and develop the school improvement plan. Elected representatives from each grade level and elective team, as well as, student advocate, lead teacher, EC, guidance support, media specialist, cafeteria manager, parent rep, and administration are on the committee. The committee members serve in an advisory role to the principal making school wide decisions related to the school improvement process as a whole. This panel writes, reviews, and aligns the school improvement plan (SIP) to ensure each student's success. Each teacher has a common planning time along with teachers from their grade level. During these planning meetings, the teachers discuss the plan and provide feedback that is brought to each planning committee meeting. Each grade level has bimonthly grade level meetings where all of the grade level teachers and administration meet together to discuss concerns or to share ideas. The lead teacher meets with each planning team regularly to share ideas and to provide additional curriculum support.	Limited Development 09/20/2016		
<i>How it will look when fully met:</i>		When fully implemented, the entire team in place will provide all teachers with a professional learning structure and time built into the schedule for evaluating student data and planning instruction.		Tracy Dawes	06/07/2019
Actions			0 of 2 (0%)		
	10/18/17	Collaboration among all grade levels within specialized content areas to plan instruction based on data from common assessments and benchmarks.		Tracy Dawes	06/07/2019
<i>Notes:</i>					

10/2/18	The lead teacher reports directly to the Principal with feedback from the planning teams.		Dawn Jenkins	06/09/2019
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The principal is visible in halls and is regularly in classrooms. She attends grade level meetings, team meetings and professional learning team meetings on a regular basis. She provides timely, clear and constructive feedback through curriculum clips, e-mails, phone calls, face to face meetings, post observation conferences and other forms of written feedback.		Limited Development 09/20/2016		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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<i>How it will look when fully met:</i>	The principal will create a monitoring checklist to keep up with ongoing programs and systems around the school and district throughout the year. The principal will attend department meetings in order to ensure effective instructional strategies are being discussed and planned.		Objective Met 10/01/17	Tracy Dawes	06/09/2017
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Actions					
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9/28/16	The principal will create a monitoring checklist to keep up with ongoing programs and systems around the school and district throughout the year.	Complete 10/11/2016	Tracy Dawes	10/14/2016
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<i>Notes:</i> Consider creating a Google form to easily communicate with teachers and collect timely information and updates.					
April 2017: A Google form was created and is updated monthly.					

9/28/16	The principal will attend department meetings in order to ensure effective instructional strategies are being discussed and planned.	Complete 06/09/2017	Tracy Dawes	06/09/2017
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Notes: Please schedule department meetings on days when you are available to attend. Communicate with department chairs to develop the agenda.

April 2017: The principal regularly attends department, grade level and team meetings. She is actively involved in discussing best practices and student progress with teachers.

Implementation:		10/01/2017		
Evidence	10/1/2017 Principal's log, teacher evaluations			
Experience	10/1/2017 The principal was visible and present in classrooms, and in grade level, department, and team meetings. She provided constructive feedback to instructional staff and ensured the focus was on best instructional practices.			
Sustainability	10/1/2017 The principal along with both assistant principals will continue to conduct formal and informal observations and provide descriptive feedback and coaching to instructional staff.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Current structures in place include weekly professional learning team meetings, regular team meetings, quarterly department meetings and regular common assessments (every 4.5 weeks). Attention is given to individual student data, class data, grade level data (common assessments), school data, end of grade (EOG) assessment data, Educational Value-Added Assessment System (EVAAS) data and department data. Considerations for professional development are based on county initiatives, teacher need and available resources.	Limited Development 09/20/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		When fully implemented, grade level and content area teams will be able to evaluate and analyze data to determine next steps for students. Professional learning opportunities will be provided for teachers to aid them in both analyzing data and planning effective instruction based on their analysis.	Objective Met 05/01/18	Melanie Richey	06/08/2018
Actions					
	10/18/17	Classroom, special education and ESL teachers will maintain a data workbook which includes common assessment and end of grade results for all students.	Complete 05/01/2018	Melanie Richey	06/08/2018
<i>Notes:</i>					
	10/18/17	Reports from Data Mart will be utilized to determine students at risk of failure.	Complete 10/20/2017	Melanie Richey	06/08/2018
<i>Notes:</i>					
	10/18/17	The re-rostered list from Data Mart will provide teachers with individual student data from the prior year's end of grade testing.	Complete 09/15/2017	Melanie Richey	06/08/2018
<i>Notes:</i>					
Implementation:			05/01/2018		
Evidence		5/1/2018 Grade level data workbooks are evidence for this objective.			

Experience	5/1/2018 The re-rostered list generated from Data Mart were used to create data workbooks for each grade level. Throughout the year, teachers (including EC & ESL) have had access to these workbooks. Following each common assessment and benchmark, the workbooks are updated. Teachers then evaluate data to determine students at risk of failure. In addition, during PLT meetings, data are discussed.			
Sustainability	5/1/2018 All administrators and the lead teacher have now received Data Mart training. This tool will continue being utilized as a means of tracking student data.			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Recruiting Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn). The LEA participated in a Virtual Job Fair to provide national exposure for applicants. LEA administrators attend in-state and out-of-state job fairs. The LEA collaborates with universities, etc. The LEA recruits student teachers within RCSS. The LEA provides possible offers of early contracts. The new graduate list is shared with principals. Principals make recommendations for employment Evaluating All BT and new employees are trained on the NC Teacher Evaluation Model. School and District level walkthroughs occur throughout the school year. The LEA follows district and state guidelines/laws. HR meets with principals to review staffing plans. Rewarding Pride Pens, Star 3 Recognitions, BT of the Year, Teacher of theYear, Distinguished Educator, Outstanding Employee, Retirement Banquet, Bus Driver Award, Custodian Award, Recognition on Social Media, Replacing Recruitment plan Value/utilize retirees HR interviews/recommends guidelines.	Full Implementation 11/04/2018		

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
<i>Initial Assessment:</i>		The custodial staff work to create a clean and safe school environment both inside and outside the building. Teachers, counselors, student advocate and school administration maintain contact with families to ensure students' physical, social, emotional, and behavioral needs are being met.	Limited Development 11/05/2018		
<i>How it will look when fully met:</i>		When fully implemented, an increased number of students will indicate they feel safe, have at least one adult they trust and overall enjoy being at school. Since their physical, social, emotional, and behavioral needs are being met, students will be able to focus on learning while at school. The school building and grounds will be maintained so as to provide a safe environment conducive to learning.		Cynthia Shaner	06/07/2019
Actions			0 of 3 (0%)		
	11/5/18	Fifth grade students will participate in guidance lessons focused on physical, social, emotional, and behavioral needs.		Monica Handy	05/31/2019
	<i>Notes:</i>				
	11/5/18	School building and grounds will be cleaned and maintained. Problems will be reported immediately. Repairs and/or improvements will be conducted as soon as possible.		Brian Hatfield	06/07/2019
	<i>Notes:</i>				
	11/5/18	Students will be aware of services provided by the school counselors, advocate and social worker. Procedures will be in place to allow students access to these staff members as needed.		Cynthia Shaner	06/07/2019
	<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>		Structures in place to communicate with parents include: updated website, team newsletters (English & Spanish), weekly Tiger Times newsletter, weekly school messenger calls and PeachJar digital fliers. Parents are encouraged to invest in their child's education by accessing the following digital resources: Big Ideas Math, Destiny library search, Edmodo, Canvas, PowerSchool Parent Portal, Discovery Education, IXL and the Randolph County School System website. Additional opportunities to be involved include: athletic events, booster club, awards assemblies, literacy night, open house, parent nights, transition camps and fundraisers.	Limited Development 09/20/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		When fully implemented, we would expect to see the following: <ul style="list-style-type: none"> Increased attendance at school events Increased number of volunteers and community partnerships Follow through on parents completing and returning paperwork and/or forms RMS protocols and procedures will be understood and followed Increased percentage of parents using the Parent Portal 	Objective Met 05/01/18	Tracy Dawes	06/08/2018
Actions					
	10/18/17	Encourage parents to register for the Parent Portal. Increase the number of parents registered each month.	Complete 04/20/2018	Bea Edwards	04/30/2018
<i>Notes:</i>					
	10/18/17	Send weekly School Messenger calls to families with announcements and upcoming events.	Complete 04/27/2018	Tracy Dawes	06/08/2018
<i>Notes:</i>					
	10/18/17	Send a weekly "Tiger Times" digital newsletter to all families via Peachjar.	Complete 04/27/2018	Morgan Cranford	06/08/2018
<i>Notes:</i>					
Implementation:			05/01/2018		

Evidence	5/1/2018 Class Dojo logs, parent contact logs, Tiger Times newsletters and parent portal reports are all evidences for this objective.			
Experience	5/1/2018 Teachers continue to promote and encourage parents to register for the PowerSchool Parent Portal. The data manager enrolls parents and provides support as needed. The principal makes weekly calls with updates and important events via School Messenger. The Tiger Times newsletter is published to Peachjar weekly and provides information on school events as well as sports, academic and fundraising updates.			
Sustainability	5/1/2018 In addition to the communication tools outlined in these actions, teachers meet regularly with parents, send home newsletters, and make phone calls. The fifth grade team and some EC and elective teachers have implemented Class Dojo to support communication with parents. This has had an overwhelmingly positive response.			



School: Randleman Middle School

School Year: 2018-2019

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

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

Committee Position	Typed Name	Signature	Date
Principal	Tracy Dawes		
Assistant Principal	Melanie Richey		
Assistant Principal	Todd Beane		
5th grade representative	April Dyles		
5th grade representative	Megan McClure		
6th grade representative	Anthony Finlen		
6th grade representative	Kris Billings		
7th grade representative	Jennifer Prince		
7th grade representative	Amanda Johnson		
8th grade representative	Haven Hall		
8th grade representative	Jean Goldzung		
EC representative	Jennifer Benner		
EC representative	Cheryl O’Neal		
Elective representative	Dana McIntyre		
Elective representative	Kindra Ingram		
Media Specialist	Kalie Berry-Wilson		
Counselor	Cynthia Shaner		
Lead Teacher	Dawn Jenkins		
School Treasurer	Judy Jackson		
Parent Representative	Mandy Hinshaw		



NCStar/SIP Mandatory Components

School Name: Randleman Middle School

School Year: 2018-2019

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

All teachers are provided duty free lunch a minimum of four times per week. A schedule is created and shared at the beginning of the year whereby in order to provide proper supervision of students, teachers rotate having lunch in the cafeteria with students no more than one day per week.

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.

Duty-free instructional planning time is provided for all full-time classroom teachers daily. All teachers receive a minimum of five hours per week.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

Currently, RMS provides transition supports for the 4th grade students at Randleman Elementary School, 5th grade students at New Market and Level Cross and our own 8th grade students. Transition events, tours and scheduling meetings are some of the ways these students are provided with the support needed. In addition, special education teachers attend IEP meetings at the elementary schools to ensure students' learning needs will be met. High school special education teachers attend IEP meetings at RMS for the same reason.

Safe School Plan for

Randleman Middle School

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:
If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal’s personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

Teacher Assistants:

Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

Target: **Increase staff awareness and implementation of safety procedures throughout the campus**

Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:				
Milestone Date:				
In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):				
Goal: Promote a safe and orderly environment conducive to learning by maintaining a secure campus				
Target: Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team				
Indicator: Discipline data, attendance data, suspension data, MTSS logs				
Milestone Date: Quarterly				
Goal:				
Target:				
Indicator:				
Milestone Date:				
In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:				
Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				
Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:				
Maintain the Sheriff's Department as a community partner as it continues to provide:				
<ul style="list-style-type: none"> ● one SRO's (School Resource Officers) at each of the six traditional high schools ● one SRO (School Resource Officer) for each of the six middle schools ● one SRO (School Resource Officer) for the one sixth grade school ● two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School ● one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools ● two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools 				
Maintain established protocol for communication and collaboration with community agencies that provide support to students.				
Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:				

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**