



Northeastern Randolph Middle School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission: Our mission at Northeastern Randolph Middle School is to create a community of Patriots that explore, lead, and grow.

Vision: At Northeastern Randolph Middle School, our vision is to provide a supportive, nurturing environment where each student can reach his/her full potential.

Goals:

All students will meet or exceed expected growth as measured by EOG results. (Professional Learning Communities) (Indicators A2.04, A2.23, A4.01, B1.03)

All students will receive enrichment/interventions that will promote student growth as evidenced by common formative assessments. (Multi-Tiered System of Support) (Indicators A2.04, A.401, B1.03, B3.05)

All students will demonstrate proficiency in reading and math as measured by EOG results. (SWD Subgroup) (Indicators A4.01 and D1.02)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Currently significant efforts are made by the school to support positive student behavior.</p> <p>The positive reinforcement of behavioral expectations is specifically looked for in administrative observations and addressed in observation feedback.</p> <ul style="list-style-type: none"> Behavioral data is presented at school improvement teams once per month, and modifications are made based on data. Through district professional development, beginning teachers receive training in behavior management strategies. District code of conduct and school non-negotiable consequences are made clear through sixth grade orientation and teacher reinforcement throughout the year at each grade level. 		Limited Development 08/11/2017		
How it will look when fully met:	When this objective is met fully, classroom rules will be posted in every classroom and teachers will explicitly teach the rules and reinforce them positively throughout the school year. Teachers and other personnel will grow their tool boxes of strategies through ongoing professional development. The monthly			Carlina Revels	01/03/2024

	review of data will continue and instructional adjustments will be made as determined by the school improvement team. (Data needed: student achievement data (End of Grade, End of Course, NC Check-Ins); discipline data (esp. suspension data); attendance data)			
Actions		8 of 9 (89%)		
8/9/18	To help them to succeed with school expectations, sixth grade students will visit stations throughout the school campus where a variety of personnel will teach rules and procedures on the first day of school.	Complete 08/27/2018	Dana Albright- Johnson	08/27/201 8
<i>Notes:</i> August 27, 2018: All 6th grade students rotated through stations regarding guidance, buses, cafeteria, ISS, non-negotiables, tardy sweeps, restrooms, attendance, etc.				
8/9/18	During the first quarter, teachers will positively teach expectations and procedures for areas such as movement in the hallway, using the media center, etc. Initial instruction will be followed up with practice and supervision.	Complete 10/02/2018	Ralph Jarrett	11/13/201 8
<i>Notes:</i>				
8/9/18	A beginning teacher meeting focused on classroom management will be held to provide additional support to teachers new to the school and provide strategies for positive reinforcement.	Complete 11/01/2018	Ralph Jarrett	11/13/201 8
<i>Notes:</i> Lead Mentor Stephanie Hutchins will include teachers from the campus as guest speakers to assist new teachers in problem-solving for areas of concern.				
1/7/19	The staff will implement a new focus on desired hallway behaviors by training students and posting charts of specific behaviors, monitoring the halls to enforce them, and applying agreed-upon consequences to students who are tardy to classes.	Complete 04/02/2019	Ralph Jarrett	03/04/201 9
<i>Notes:</i> 2018-2019 Update-The SIT agreed upon a list of desired hallway behaviors. Adam Brown made posters of the behavior list and posted them around the school. Teachers reviewed the expectations with students, and teachers and staff monitor the hallways in assigned and random places during classes and class changes.				
4/2/19	Limit students in hallway and bathroom by requiring escorts.	Complete 05/24/2019	Ralph Jarrett	05/24/201 9
<i>Notes:</i>				
7/11/19	To bolster disciplinary efforts, students assigned to in-school-suspension first block or all day will report to in-school-suspension immediately upon arrival.	Complete 02/17/2020	Sharon Brown	02/15/202 0
<i>Notes:</i>				
10/6/19	Students with last block or all day in-school-suspension will be escorted to transportation at the end of the day.	Complete 08/10/2020	Sharon Brown	02/15/202 0
<i>Notes:</i>				
6/23/20	To provide support personnel closer in proximity to the student groups they serve, the assistant principal, student advocate, and counselors will be relocated to grade level hallways.	Complete 08/10/2020	Dana Albright- Johnson	08/10/202 0

	<i>Notes:</i> Update 8-24-2020--Mr. Li-Barber moved to the 6th grade hall, Mrs. Whatley moved to the 7th grade hall, Mrs. Whitley and Mr. Jarrett moved to the hallway between 6th and 7th grades.		
4/6/20	The staff will review classroom, hallway, restroom, cafeteria, and bus behavior expectations when school resumes.		Carlina Revels 01/03/2024
	<i>Notes:</i> 10/12/20 Update-We pushed this date forward in anticipation of the need to handle this again when students return full time. 2/1/2021 Update-Teachers and staff have taught new expectations in relation to COVID-19 requirements. We will push this forward to the beginning of next year in anticipation of resuming regular schedules and routines with students on campus full time. 9/7/2023 Update-Teachers and staff held special sessions on the first day of school for incoming 6th graders to learn schoolwide expectations for each area. Students rotated to stations with specific information/expectations presented at each station. Teachers and staff also reviewed expectations with 7th and 8th grade students.		

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>	Currently instructional teams are working toward standards-aligned units of instruction for each subject and grade level at varying levels across grades and departments. Some instructional teams are implementing at high levels; however, implementation is not consistent across all areas.		Limited Development 04/19/2017		
<i>How it will look when fully met:</i>	Unit and lesson plans will reflect standards-aligned units of instruction. Teachers will work collaboratively to develop units of instruction. Plans will include formative assessments and differentiation. Unit plans will allow teachers to follow up with communication about the effectiveness of strategies and how to address re-teaching. Unit plans will also provide support for vertical alignment.			Robin Hevner	05/09/2025
Actions			12 of 13 (92%)		
8/9/18	To support the development of standards-aligned units of instruction, the district will provide collaborative team time by subject area (after school hours).		Complete 05/07/2019	Robin Hevner	05/07/2019
	<i>Notes:</i> Math will have more than two district meetings in the 2018-19 school year. 2018-19: All subjects met twice while math met an additional four times this year. The focus of all subjects across the district professional development was concept-based teaching.				
8/9/18	To provide a greater emphasis on the content standards, administrators and the lead teacher will divide content area meeting assignments for weekly participation and collaboration.		Complete 08/27/2018	Robin Hevner	10/02/2019

	<p><i>Notes:</i> Lead Teacher Robin Hevner will collaborate with the language arts, social studies, and science communities. Assistant Principal Ralph Jarrett will collaborate with the electives and exceptional children departments. Principal Dana Albright-Johnson will collaborate with the math content area teachers.</p>			
7/11/19	<p>Teachers will implement an instructional ladder from texts to written product that integrates reading, writing, and content standards 1st quarter - electives 2nd quarter - social studies 3rd quarter - science The above content area teachers will collaborate with language arts teachers.</p>	Complete 05/05/2020	Robin Hevner	05/05/2020
	<p><i>Notes:</i> Due to the Covid-19 school closure, science teachers, who were a few weeks behind, were not able to have students complete the writing assignment. However, most students were able to submit written products in elective and/or social studies classes.</p>			
6/23/20	<p>Professional Learning Communities will determine instructional priorities and use district-approved tools to develop modules within Canvas.</p>	Complete 12/16/2020	Robin Hevner	11/27/2020
	<p><i>Notes:</i> While the lead teacher will provide guidance and direction of this undertaking, all teachers are responsible. 8/28/2020- The district middle school math specialist, Emily Hare, provided all math teachers with an updated pacing guide that focuses on priorities and moves less significant topics to the end of the year. 9/21/2020--Students are currently taking Passports assessments to measure mastery of standards from the previous year. Professional Learning Communities will use the data from this assessment along with priority standards for the current year to guide instructional planning/focus. 12/16/2020--All teachers have coursework in Canvas. Teachers use district resources like Screencastify, Kami, i-Ready, and the Google Suite to prepare lessons and tasks for students. Teams of teachers are continuing to learn how to use Canvas in ways that best serve students and promote easy navigation and engagement. Teams are working toward more consistency across subject areas as well. The language arts department has concluded that an instructional priority (as noted by NCDPI) is using text sets within units to give students multiple exposures to the same topic, language, ideas. Our most recent reflection has set us on the path toward adapting standard face-to-face practices and resources to better align with hybrid teaching and learning situations.</p>			
7/11/19	<p>Math teachers will administer i-Ready diagnostic assessments three times per year at the beginning, middle, and end of the year.</p>	Complete 05/05/2021	Robin Hevner	04/30/2021
	<p><i>Notes:</i> 5/12/20-- Due to Covid-19 closing of school, students were not able to take the i-Ready math diagnostic for the end of the year. The district plans to continue i-Ready use, so we will collect all three data points for the 2020-2021 school year. i-Ready has been a useful tool for remote learning during the school's closure. 12-16-2020--Students are wrapping up the middle-of-the-year (MOY) i-Ready diagnostic. We have seen a significant increase in numbers of students who have completed this diagnostic as compared to the number of students who completed the initial diagnostic. In 6th grade 66% of students completed the beginning-of-the-year (BOY) diagnostic whereas 76% have already completed the MOY with two days left in the testing window. In 7th grade the BOY percent completed was 59% while the MOY is already at 75%. In 8th grade the BOY had 73% complete the diagnostic while the MOY already has 81% complete. Our administration, teachers, and support staff have worked very hard to motivate students and communicate with parents to</p>			

get those numbers up. In addition to class incentives and individual calls to parents, the school has shared reminders and i-Ready resources with parents via social media.

5/5/21 Update--All math teachers in all grade levels have assigned the final math diagnostic in i-Ready. Teachers are communicating with students to encourage/incentivize them to complete them and do their best.

7/11/19	After completing initial i-Ready professional development, the math department will use i-Ready to gather data and use the data in instructional plans.	Complete 05/05/2021	Robin Hevner	09/06/202 1
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Notes: Math teachers and administrators participated in i-Ready professional development in August 2019.
 5-12-2020--Due to the Covid-19 school closure, students were not able to complete the end-of-year i-Ready assessments. However, i-Ready lessons and the data derived from those lessons completed during remote learning will be helpful as students return after missing an entire quarter of instruction.
 12-16-2020--Some students have completed the initial diagnostic and have worked consistently on their personal pathways. Teachers and administration have sent reminders and implemented incentives to get more students motivated to complete the midyear assessment and individual lessons. The school has sent reminders and posted helpful information with i-Ready videos on the school's social media platforms. While teachers are using what data, they have to inform instructional practice, there are many holes in the data at this time.
 4/08/2021 Update--Math teachers are using available i-Ready data to plan remediation, reteaching, and small groups; many math teachers also use the print resources available for groups generated within the program.
 5/5/21 Update--Math teachers used what i-Ready data they had to provide supplemental instruction and to make decision for instructional plans.

9/9/22	The School Improvement Team will review various ways for Professional Learning Communities to record collaborative meeting minutes and create a form for use in all meetings.	Complete 08/16/2022	Dani Spaun	08/16/202 2
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Notes: Our intention is for the recording form to keep our teams focused on the four questions that should guide Professional Learning Communities.

9/9/22	Staff members will create a manageable schedule and an inviting location for Professional Learning Communities to meet.	Complete 08/22/2022	Robin Hevner	08/22/202 2
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Notes:

9/9/22	The school-level team who attends district training with Dr. Emily Feltner will meet with collaborative teams for schoolwide professional development regarding best practices and expectations for collaborative team time.	Complete 04/21/2023	Robin Hevner	04/22/202 3
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Notes: 5-2-23 Update: The team met weekly with collaborative teams and implemented many of the best practices that were shared in training. The lead teacher organized a room specifically for all collaborative teams to meet. The collaborative teams were grouped so that all teachers participated ELA, math, of 8th grade science Professional Learning Communities. Collaborative teams were provided with guidance/structure for each weekly meeting. The guidance/structure was based on the best practices from Solution Tree training and/or resources.

9/22/22	Teachers will be given a process for a close read/unpacking of standards.	Complete 05/22/2023	Robin Hevner	04/22/2023
<i>Notes:</i> 5/2/2023 Update: Teachers were given a template that they used to pull from standards the big ideas (nouns) and the actions (verbs). They also broke standards down into their component parts and put them back together in their own words. The process also required teachers to list the background skills needed to have in order to show mastery of the full standard.				
9/9/22	The school will send a team to district level training with Dr. Emily Feltner. This school-level team will learn effective practices for Professional Learning Communities.	Complete 04/21/2023	Stephanie Hutchins	04/22/2023
<i>Notes:</i> 5/2/23 Update: The team of Anthony Grosch, Carlina Revels, Robin Hevner, and Stephanie Hutchins attended all of the district level trainings that were provided. The team brought back and implemented many of the effective practices that Dr. Feltner shared.				
5/4/23	Teachers will work through all ELA, math, and 8th grade science standards to determine "power standards" for further collaborative work.	Complete 04/24/2023	Robin Hevner	04/24/2023
<i>Notes:</i> 5/2/2023 Update: Teachers were provided a template to work through all of their tested standards. Teachers collaborated to pull out the big ideas of each standard, put the standards in their own words, create learning targets based on the parts of each standard, and pulled released test items to match each standard. Teachers were provided the structure, examples, and guidance as they worked. This process is documented in a shared Google Sheet called NE PLC Resources. https://docs.google.com/spreadsheets/d/1YHREs58kLppbtXsJ29GAVRkYVydadnfbkblRPyogmhw/edit?usp=sharing				
5/4/23	Teachers will create and update curriculum maps that will provide areas for integrating content and that will provide pathways for unit planning.		Robin Hevner	01/19/2024
<i>Notes:</i>				
A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently some teachers assign rich reading paired with discussion and writing opportunities. We have just completed three years of training on the Literacy Design Collaborative which has left us with the tools and the knowledge that we need to move forward with a more consistent reading/speaking/writing process across all grade levels and subject areas. As the intensity of that training waned, teachers did not maintain the reading and writing expectations. With the state's release of new literacy standards and the district's focus on a framework for language arts, we are taking this opportunity for a "fresh start" approach to the return to consistent face-to-face instruction.	Limited Development 09/16/2019		
How it will look when fully met:	When this is fully implemented teachers will regularly select rich texts that align with their curriculum, explicitly teach comprehension strategies, provide structured opportunities for students to discuss the		Robin Hevner	05/20/2024

	texts, and design writing prompts that allow students to express their text-based connections, perspectives, and interpretations. Content area teachers will collaborate with ELA teachers; content and literacy standards are being addressed. Teachers will have lesson plans and student work samples that reflect the reading/listening/speaking/writing processes.			
Actions		3 of 5 (60%)		
9/16/19	Create a document that offers specific English Language Arts anchor/literacy standards for content teachers to choose reading, speaking, and writing standards to pair with their content standards when planning the writing prompt.	Complete 10/01/2019	Robin Hevner	09/30/2019
<i>Notes:</i> Robin Hevner created a document of information for core teachers to use in collaborative planning with ELA teachers. It includes the ELA pacing guide with color coding to indicate which content areas work on which skills related to ELA during each quarter.				
9/16/19	Provide content area teachers with a schedule, the power literacy standards from which to choose, and a packet of resources to guide the planning and implementation of the reading/speaking/writing tasks.	Complete 02/04/2020	Robin Hevner	01/15/2020
<i>Notes:</i> Teachers will get this information based on the school schedule for collaborative writing tasks. 2/4/2020--All content area teachers have packets of resources to aid in planning a reading/speaking/writing task similar to an LDC module. All departments have met to discuss the plan and the information in the packets.				
9/22/20	The school AIG specialist will pilot the new Springboard reading curriculum in an AIG class.	Complete 04/16/2021	Robin Hevner	04/16/2021
<i>Notes:</i> Update 4/27/21--Dani Spaun used the Springboard curriculum with the 8th grade AIG class. There are plans for the other 8th grade ELA teacher to use some of the resources and strategies as well next year.				
9/16/19	Build a bank of rich reading documents for each grade level and content area.		Robin Hevner	04/15/2024
<i>Notes:</i> 5/2/2023 Update: Teachers began a process of collecting grade level texts and supporting resources to build common units. The meeting room for collaborative teams has labeled baskets where teachers collect resources to vet, share, and integrate into units as needed.				
10/6/22	Language Arts teachers will follow the Laura Robb model of conferencing with students about literacy (reading, writing, speaking, listening) habits, behaviors, and progress.		Martha Way	05/16/2024
<i>Notes:</i> 5/2/2023 Update: All ELA teachers have implemented a schedule to provide students with "sustained silent reading" time. We are currently at various stages with building effective conferencing practices.				

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:	The school has made progress in implementing a MTSS through the use of Watchdogs, which has been renamed "Watchmen" in order to fit our new school mascot. We have a new intervention specialist who will guide the MTSS team through some next steps in the Watchmen process as we continue to grow our understanding and implementation of MTSS. The intervention specialist will also pull students for interventions and give teachers information to help support those students in classes.	Limited Development 04/19/2017		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	<p>When this goal is met the learning needs of all students will be met by all teachers. Specifically, routine use of these strategies will be evident in classrooms:</p> <ul style="list-style-type: none"> • Ongoing measurement of students' mastery of standards through formative (at least once per month) and summative (quarterly) assessments in core academic courses. EVIDENCE: Teachers bring student work to CTT (Collaborative Team Time); teachers analyze data from NC Check-Ins and plan interventions and enrichment. • Flexible grouping designed to address skill needs will be reflected in lesson plans and observation data. EVIDENCE: copies of lesson plans and observation data 		Robin Hevner	05/19/2024
Actions		13 of 15 (87%)		
6/15/17	The LDC team and the LDC coach will collaborate to deliver initial professional development to the entire faculty at Northeastern. The MDC team will deliver professional development specific to math teachers only.	Complete 09/05/2017	Robin Hevner	09/05/2017
<p><i>Notes:</i> Math will need to be a separate session that is created/delivered by Pamela Grettler and Leola McCauley.</p> <p>The LDC Team (Robin Hevner, Adam Brown, Traci Passmore, Melissa Smith, and Eliza Sanders) delivered professional development on 8/24/17 to the entire faculties of Northeastern and Southeastern Randolph Middle Schools. This half-day overview of LDC included an overview of SREB and LDC along with all of the major pieces and shifts in instructional thinking.</p> <p>Local coach's first round of coaching and conferences with school LDC team occurred on 9/20/17. This first round included the SREB coach as well.</p> <p>The first LDC coaching letter was sent to Dana Albright-Johnson on 9/28/17.</p>				
6/15/17	Based on feedback by faculty, the MTSS district coordinator will provide MTSS professional development addressing the tiers and what steps of intervention should occur with the three tiers.	Complete 09/05/2017	Dana Albright-Johnson	09/05/2017
<p><i>Notes:</i> Laurie Sypole is scheduled to provide MTSS professional development in August as part of our school's implementation process. Additional professional development may be necessary.</p> <p>Laurie Sypole provided MTSS professional development to the faculty on 8/18/17.</p>				

9/18/17	Lead and implement monthly Watchdog meetings to review individual student concerns (during all "full" school months)	Complete 06/05/2018	Ralph Jarrett	06/05/2018
<i>Notes:</i> NERMS had MTSS/Watchdogs meetings each full month. Counselors, social worker, student advocate, administration, lead teacher, and teachers followed up with student concerns and issues as is indicated in several example emails in the evidence folder.				
9/18/17	MTSS coach will receive training through district/Laurie Sypole on quarterly basis.	Complete 06/05/2018	Casey Westmoreland	06/05/2018
<i>Notes:</i> Recurrence will depend on number of meetings held at district level.				
6/15/17	Working collaboratively with the LDC local coach as well as teachers who participated in LDC year 1 training, non-math core academic teachers will create and implement at least one high quality LDC module during second semester.	Complete 06/06/2017	Robin Hevner	06/08/2018
<i>Notes:</i> Other leaders for this task will include: Traci Passmore Adam Brown Eliza Sanders Melissa Smith				
6/15/17	With leadership by the SREB MDC local coach as well as Pamela Grettler and Leola McCauley, all math teachers will implement the SREB FAL (Formative Assessment Lesson) process at least three times during the school year.	Complete 06/06/2017	Dana Albright-Johnson	06/08/2018
<i>Notes:</i> 2018-2019 In addition to Kim Steele, Pamela Grettler and Leola McCauley will be available to model as well as work one-on-one with teachers.				
8/9/18	Prior to the beginning of the school year Melissa Tatum will provide targeted professional development to help build teacher skills and strategies with in-classroom interventions and differentiation.	Complete 08/17/2018	Dana Albright-Johnson	09/04/2018
<i>Notes:</i> On August 17, 2018 from 1:00 to 4:00 Melissa Tatum delivered whole-staff professional development regarding Universal Design.				
10/29/18	We will improve our data collection for Watchdogs/MTSS. We will add a column to our data collection tool to add the specific interventions that have already been implemented at each stage of the MTSS process. We will use this information to designate tiers more accurately and to improve the specificity of service.	Complete 04/10/2019	Donna Wood	04/10/2019
<i>Notes:</i>				
10/29/18	At least three times per year all teachers will complete vertical visits within the campus to observe evidences (such as formative assessment strategies and differentiation) of instruction aligned to meet the individual needs of students across all tiers.	Complete 04/10/2019	Robin Hevner	05/01/2019
<i>Notes:</i> 2018-2019 Update-Teachers completed a survey of skills that they were willing to showcase and skills that they wanted to observe. Based on the feedback from this survey the lead teacher assigned teachers to observe on three different occasions throughout the year on September 26, November 14, and February				

	13. Teachers used the evaluation form the district leaders use during instructional rounds so that they familiarize themselves with that process.			
10/29/18	Using results from the SAM, the MTSS team will update Watchdog spreadsheets to label tiers for teacher reference and report on the effectiveness of intervention strategies.	Complete 04/10/2019	Ralph Jarrett	05/01/2019
	<i>Notes:</i> 2018-2019 We added a column to the Watchdogs notes to include what tier each student was on and a column to indicate what steps teachers had already tried before moving the student up the MTSS process.			
9/21/20	MTSS Coordinator Laurie Sypole will lead a professional development series with math and language arts teachers (four sessions total in series) during September 2020/October 2020 to build teacher skills in core academic components (instruction, curriculum, environment).	Complete 11/01/2020	Laurie Sypole	11/01/2020
	<i>Notes:</i> Two sessions will be held with math teachers and two sessions will be with language arts teachers. Sessions were planned scheduled as of early September 2020.			
	11/09/20 Update--Last week Laurie Sypole completed the final MTSS session. There were two math session and two ELA sessions that included the teachers in both departments. Each session was 60-90 minutes.			
10/29/18	Using resources recommended by Laurie Sypole and Melissa Tatum, the Watchdogs/MTSS team will collect specific strategies for student interventions to implement at various tiers of the MTSS process.	Complete 12/04/2020	Robin Hevner	12/04/2020
	<i>Notes:</i> 2/1/2021 Update: Robin Hevner has worked with various specialists to create a document that suggests specific strategies across multiple domains and across the tiers of the MTSS process. The document is a work in process and will be improved as more information and better strategies surface.			
9/19/19	Teachers of exceptional children will learn about and implement ECATS. Through ECATS teachers will get information, reports, and tools to better serve the exceptional student population.	Complete 11/04/2022	Cindy Nelson	05/14/2021
	<i>Notes:</i>			
9/15/23	Within the 2023-2024 school year, our ATSI school will implement the following evidenced-based intervention--create nonlinguistic representations of specific vocabulary and content to frontload core content to increase overall performance of our EC subgroup.		Jessica Oates	03/25/2024
	<i>Notes:</i>			
8/30/19	Using data and resources provided by i-Ready, the Watchdogs/MTSS team will collect specific strategies for student interventions to implement at various tiers of the MTSS process.		Revels	05/20/2024
	<i>Notes:</i> 8/30/19 Update-The i-Ready program will give us specific resources and suggestions for instruction based on the skill gaps of groups of identified students. Teachers specifically, and the MTSS team in general, can collect these strategies to incorporate into lessons, to design remediation and enrichment, and to develop an intervention protocol.			
	5-20-20 With the addition of i-Ready reading next year, teachers will incorporate reading intervention strategies.			
	5/5/21 Update--We have plans to adapt the Watchdogs process to focus more on specific interventions at the core level.			

Implementation:			10/29/2018			
Evidence		10/29/2018				
Experience		10/29/2018				
Sustainability		10/29/2018				
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)		Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Our staff members work hard to create a welcoming, positive, and supportive school climate with a school culture that aligns with the specific needs of adolescents. We support our students at many levels with active listening and social contracts.</p> <p>Our guidance counselors make themselves accessible to students (for example, at lunch time). They also have a system that teachers can use to send students to guidance when specific needs arise. The guidance counselors, student advocate, social worker, psychologist, nurse, administrators, EC Facilitator, and teams of teachers all work together to meet the emotional needs of students as determined by this team in Watchmen meetings.</p>		Limited Development 04/19/2017		
How it will look when fully met:		When this objective is fully met, 100% of teachers will find the right resources to match the emotional needs of each student and will work with the appropriate staff members to ensure that action is taken. Teachers will access resources through the school counselor department as well as referrals to Watchmen/MTSS.			Renee Driggers	05/19/2024
Actions				5 of 6 (83%)		
8/9/18	A supervision schedule will be created that reflects daily counselor times in the cafeteria so that counselors are easily accessible to students and may implement small groups based on common needs during the lunch period.		Complete 09/04/2018	Dana Albright-Johnson	09/04/2018	
<p><i>Notes:</i> Supervision schedule will be created by Principal Dana Albright-Johnson. Small groups will be created and led by counselors Troy Li-Barber and Tracy Whatley.</p> <p>The NE Information course in Canvas has a supervision document that lists the counselors' appointed times to be available to students in the cafeteria.</p>						
8/9/18	Using the Olweus program as a resource, health/PE teachers will teach through health/PE classes proactive strategies for conflict resolution.		Complete 04/02/2019	Troy Li-Barber	02/05/2019	
<p><i>Notes:</i> Troy Li-Barber will serve as chairperson of the Olweus team while PE/health teachers April Albright, David Benbow, and Alec Staneck will teach the lessons.</p>						

9/19/19	Principal, Assistant Principal, and Lead Teacher will attend Youth Mental Health First Aid training at RCSS central services.	Complete 10/30/2019	Dana Albright-Johnson	10/22/2019	
<i>Notes:</i> In September and October Dana Albright-Johnson, Ralph Jarrett, Robin Hevner, and Jack Embree all attended full-day training session for Youth Mental Health First Aid with Erin Starr and Kindall Phillips.					
6/23/20	All licensed personnel will complete SEL professional development.	Complete 06/01/2021	Tracy Whatley and Troy Li-Barber	05/14/2021	
<i>Notes:</i>					
8/18/21	Per State Statute each district is required to implement a plan for promoting student mental health and well-being for assessing and improving upon effectiveness of supports for the mental and social-emotional health and substance use needs of its students and staff. The staff will complete 6 hours of mental health training that is required. 1) Sex Trafficking (BOY-online) 2) Suicide prevention (September-hybrid) 3) Substance Abuse (October-online) 4) Child Sexual Abuse Prevention (November-hybrid) 5) Teenage Dating Violence (February) 6) Youth Mental Health (March-hybrid)	Complete 05/20/2022	Robin Hevner	05/20/2022	
<i>Notes:</i>					
9/9/22	Continuing with state requirements for learning aimed at improving student social and emotional health, all staff members will complete two hours of Social and Emotional Learning (SEL) training in the 2022-2023 school year.		Renee Driggers	05/15/2024	
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	In pre-Covid years significant efforts aimed at supporting students' transitions were in place. Specific steps included the following: <ul style="list-style-type: none"> • Offer parent night on the middle school campus for parents of rising 6th graders. • Arrange tours for rising 6th graders with middle school students as tour guides. • Have fifth grade teachers complete data sheets and submit those to counselors who use the information for best-scenario scheduling. • Arrange for eighth grade students to tour Providence Grove High School to acclimate themselves to new expectations. • Have the middle school student advocate share MTSS notes with the high school. 		Limited Development 08/11/2017		

	Now we are working to reestablish those steps. This year, with support from the district level, we implemented a Summer Bridge Academy for our rising 6th graders.			
How it will look when fully met:	When fully met students will transition successfully both to middle school from elementary school and from middle school to high school. This includes all aspects of transitioning such as emotionally, academically, and behaviorally. School resources will be maximized to be sure that students and parents are provided with ample opportunities to acclimate themselves in a "slow release" manner.		Renee Driggers	05/16/2024
Actions		10 of 12 (83%)		
9/10/18	The School Improvement Team will review past transition steps and adjust/add in order to further support students through transitions.	Complete 09/04/2018	Donna Wood	09/04/2018
	<i>Notes:</i>			
8/9/18	A school counselor will visit elementary feeder schools to discuss the upcoming transition activities that are available and to discuss the sixth grade registration process.	Complete 05/01/2019	Tracy Whatley	05/01/2019
	<i>Notes:</i> 2018-2019 Update-Counselors Tracy Whatley and Troy Li-Barber visited feeder elementary schools to talk to rising 6th graders on February 25th and February 26th. The counselors visited Grays Chapel, Liberty, and Level Cross. A night for rising 6th graders at Northeastern will take place on 5/1/19.			
9/10/18	A high school counselor and CTE coordinator will visit eighth grade students to discuss registration options and class choices.	Complete 02/15/2019	Tracy Whatley	05/01/2019
	<i>Notes:</i> 2018-2019 Update-Providence Grove counselors visited our 8th graders in two rounds on February 11, 2019 to discuss the registration process and to let students know their options for classes. Our 8th graders visited Providence Grove High School on February 12, 2019 to see classes for themselves. On the evening of February 12th, parents of our 8th graders also had an opportunity to visit the high school to learn how to aid their children with the transition. High school registration forms were due from all students by February 15, 2019.			
9/10/18	Students will take field trips through CTE (Career and Technical Education) to manufacturing and health care sites to give students insights into class and career choices.	Complete 05/20/2019	Donna Wood	05/20/2019
	<i>Notes:</i>			
9/10/18	Our band/chorus teacher will visit elementary feeder schools to educate fifth grade students about middle school band and chorus classes.	Complete 05/20/2019	Tracy Whatley	05/20/2019
	<i>Notes:</i> In addition, the high school band performed with the middle school band at the Spring concert.			
9/10/18	Counselors will coordinate with high school counselors to aid eighth graders in setting up CFNC.org accounts for use throughout high school and post-graduation.	Complete 05/07/2019	Tracy Whatley	05/29/2019
	<i>Notes:</i>			

9/19/19	Sixth grade students will complete Career Exploration Notebooks to begin learning about themselves and what career pathways they may want to pursue. Chris Atkins and Troy Li-Barber will co-plan and co-teach lessons. Students will be able to refine their goals as they progress through middle and high school.	Complete 03/31/2020	Troy Li-Barber	03/31/2020 0
<i>Notes:</i> 3/31/20 Update-Students in grade six completed their Career Exploration Notebooks. Chris Atkins taught lessons through social studies classes with Tonda Hinson and Melissa Simmons. Troy Li-Barber facilitated the process and the classes.				
9/10/18	We will arrange opportunities for selected eighth graders to participate in the High Jumps program to facilitate goal setting and transition.	Complete 05/07/2019	Donna Wood	05/20/2020 0
<i>Notes:</i>				
5/20/20	Due to the Covid-19 school closure and the cancellation of transition activities for rising 6th graders, the school will provide virtual opportunities for rising 6th graders and their families to be welcomed into the NE family.	Complete 05/19/2020	Troy Li-Barber	09/11/2020 0
<i>Notes:</i> May 2020--Select staff members created video segments introducing themselves, welcoming the rising 6th graders, and explaining their roles within the school. CTE teacher Kristy Hutcherson compiled all of the video segments into a video that was posted on the school's social media platforms. Troy Li-Barber sent surveys to parents of rising 6th graders to collect questions that were answered in two staff and family Google Meet meetings on May 19, 2020.				
9/9/22	Administration and staff will work with district leaders and staff from feeder schools to plan and implement a Summer Bridge Academy to support rising 6th graders and rising 9th graders as they transition to new schools.	Complete 08/16/2022	Martha Way	08/16/2022 2
<i>Notes:</i>				
9/22/22	All teachers will participate in Professional Learning Communities and vertical department meetings to examine how standards change from grade level to grade level and what topics and levels of work are required of students at each level.		Robin Hevner	05/16/2022 4
<i>Notes:</i> Elective teachers will focus on literacy standards across all of their grade levels.				
9/10/18	The athletic department will arrange Middle School Nights for our teams to play or be recognized at the high school to provide a connection to Providence Grove facilities, sports, coaches, and staff.		Tracy Brady	06/04/2022 4
<i>Notes:</i> 2018-2019 Northeastern cheerleaders competed at Providence Grove High School in December. On September 20, 2019 Providence Grove's athletic department hosted a middle school night.				
5-20-20 Due to the Covid-19 school closure, high schools were not able to host middle school nights for the 2019-2020 school year.				
5/5/21 Update--Due to Covid-19 these plans are once again postponed until next year.				

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Strategic planning, mission, and vision

!	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		A variety of meetings occur regularly to address student learning. Examples include School Improvement Team meetings, MTSS meetings, grade level and department meetings. However, we do not always meet for the extended periods as described in "Wise Ways."		Limited Development 04/19/2017		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Meetings aimed at improvement will occur twice per month during full school months. (Months of exception would include June, July, and August.)			Carlina Revels	09/29/2023
Actions				8 of 9 (89%)		
8/11/17		A MTSS schedule with more frequent meetings will be established by the administration.		Complete 10/03/2017	Ralph Jarrett	10/03/2017
<i>Notes:</i>						
9/11/17		Teachers will provide the team advance notice of individual student needs to be addressed.		Complete 06/05/2018	Donna Wood	05/29/2018
<i>Notes:</i> Teachers added students to the MTSS/Watchdogs list and provided updated information based on past actions/concerns. Elective teachers who do not participate in the actual meetings are provided the opportunity to review the notes from previous meetings and add concerns and interventions in advance of each meeting.						
9/11/17		Team members will provide input and plan strategies to focus student support.		Complete 06/05/2018	Donna Wood	05/29/2018
<i>Notes:</i> Team members work together to determine a course of action for student support. Donna Wood collects the notes of all of the action steps and follows up with the people responsible for implementation. She then adds to the notes what progress has been made between meetings when each student in the process is reviewed. From there the team determines if further action is needed.						
9/11/17		Appropriate staff (nurse, student advocate, counselors, social worker, lead teacher, administration, etc.) will follow up with various parts of individual student intervention or support before the next meeting.		Complete 06/05/2018	Donna Wood	05/29/2018
<i>Notes:</i> Watchdogs notes each month include updates that indicate how support staff followed up with specific student interventions/support between meetings. These notes also include teacher and staff reflections on the effectiveness of interventions/support. This has become routine.						
10/6/19		To strengthen instruction at Tier 1, lead teacher Robin Hevner will lead teachers in vertical visits including an equity check list.		Complete 03/12/2020	Robin Hevner	05/01/2020
<i>Notes:</i> 5/26/20 Notes: NE staff participated in three professional development sessions regarding aspects of the equity checklist before completing vertical visits using the equity checklist through Google forms. Because						

	the vertical visit information was submitted in this format, the lead teacher was able to share significant results to the staff through pie charts generated in the program. Equity checklist and vertical visits occurred during the weeks of 10/9/19, 1/29/20, and 2/12/20.			
9/21/19	Assistant principal Ralph Jarrett will email meeting reminders to support personnel such as nurse, social worker, and facilitator for exceptional children's department to garner more support from external personnel.	Complete 05/05/2021	Ralph Jarrett	05/01/2021 1
	<i>Notes:</i> Ralph Jarrett sent out the first email in September 2019. 5/26/2020 <i>Notes:</i> Due to significant changes in support needs as the school plans remote learning due to Covid-19, Mr. Jarrett will continue to seek community support and resources through connections with the school nurse, social worker, EC facilitator, and other stakeholders.			
5/5/21	The new 2021-2022 administration will meet and assess needs.	Complete 05/22/2022	Robin Hevner	05/20/2022 2
	<i>Notes:</i> With new administration for the 2021-2022 school year, we will assess needs in early fall.			
9/22/22	The intervention specialist, Ashley Cox, will develop a data collection format to guide discussions of students in all levels of MTSS.	Complete 09/22/2022	Ashley Cox	09/22/2022 2
	<i>Notes:</i> 9/22/22 Update--Ashley Cox created a Google Form for teachers to refer students to the Watchmen meetings with the MTSS team. She will use the Google Sheet data collection page to update information as the teams meet each month.			
9/9/22	The teams that meet through Watchmen meetings once per month will adjust the focus, conversations, and record keeping to reflect the resources now available through the new interventionist position.		Carlina Revels	05/15/2022 4
	<i>Notes:</i>			
Implementation:		09/10/2018		
Evidence	9/7/2018 The team maintains logs of student interventions at the team and teacher level. The support staff who help implement interventions and strategies also document the "follow up" progress so that the rest of the team can be updated and plan to move to next steps accordingly.			
Experience	9/7/2018 The Watchdogs/MTSS team has met regularly with teams of teachers to determine specific needs of individual students. The team pulls from the combined expertise and support services to create plans for students, implement the plans, and periodically monitor the successes of the plans to readjust as necessary.			
Sustainability	9/7/2018 We will need to continue to update the data that we collect and share in order to refine the process as the team implements new strategies more effectively.			

Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:	At Northeastern Randolph Middle School we work collaboratively within various teaming structures. Our teachers work in teams with common students, content departments work in teams to maintain vertical alignment, and teachers and support staff work in teams to provide for individual student needs. We also have teams that collaborate to work on specific projects like enrichment and remediation plans, incentive programs for students, and hospitality for staff and for school families. The school maintains a digital information board that shows what staff members are on what teams at any given time. The school improvement team makes decisions about what additional temporary teams might need to be assembled in order to tackle new situations that arise. All teachers have a set time for instructional planning that is built into the daily school schedule.		Full Implementation 11/04/2021		
	B2.04	The principal makes sure everyone understands their role in continuously elevating professional practice.(5144)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Faculty and staff have an understanding of the traditional roles and responsibilities. However, in the summer of 2020 the district developed a list specific to faculty/staff expectations during remote learning periods. Now that remote learning has ended, teachers have new opportunities to grow as professionals and as leaders through new district initiatives and the new roles created by those initiatives.		Limited Development 06/23/2020		
How it will look when fully met:	When this objective is met, classified and licensed personnel will be able to demonstrate their understanding of expectations during remote learning periods.			Carlina Revels	05/20/2024
Actions			3 of 4 (75%)		
6/23/20	The principal will add district remote learning documents to the handbook housed in Canvas and will host a meeting with licensed personnel to review the remote learning plan and answer questions.		Complete 08/15/2020	Dana Albright-Johnson	08/15/2020
<i>Notes:</i> 9/22/2020 Update--Principal hosted an optional meeting on July 30, 2020 at 8:30 a.m. (online) to share information and answer questions. All faculty/staff attended a meeting (staggered meetings throughout day to limit group sizes) which included remote learning roles on August 15, 2020.					
9/22/20	A Canvas support session will be offered to licensed personnel.		Complete 01/05/2021	Dana Albright-Johnson	11/27/2020
<i>Notes:</i> Principal will collaborate with district media-technology team to offer a Canvas support session for teachers.					
1/05/21 Update-- On October 7, 2020, Trena Cox and Scarlet Auman provided two different levels of Canvas training. Teachers were able to choose which level of training and submit specific questions prior to					

	participating in the Google Meet session. Altogether for both sessions, 21 teachers attended to learn about topics such as Video Announcements, Narrated Slide Decks, Kami, Mystery Paths, and FAQ for students.			
6/23/20	Principal and assistant principal will provide feedback to licensed personnel regarding specific roles related to remote learning.	Complete 05/05/2021	Dana Albright- Johnson	05/04/202 1
<p><i>Notes:</i> 9/22/2020 Update--During periods that include remote learning, principal and assistant principal will reflect in formal observations feedback to teachers regarding remote learning.</p> <p>5/5/21 Update-Johnson and Jarrett completed full rounds of formal observations with feedback regarding remote learning. Less formal feedback was given as needed.</p>				
5/5/21	The administration will assign new roles and responsibilities to staff members in support of new district initiatives and focus. Teachers will be added to teams for training/collaboration regarding Professional Learning Communities, an English/Language Arts Framework, middle school reading training with Laura Robb, and NCStar.		Anthony Grosch	05/20/202 4
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementatio n Status	Assigned To	Target Date
Initial Assessment:	Monitoring of progress and adjustment/modification due to data of Enrichment Time (extended learning time program for enrichment, remediation, and interventions) has been inconsistent since its implementation. We are currently trying to use a combination of Common Formative Assessments, i-Ready grouping and tools, and feedback from the intervention specialist to create extended learning/interventions. We do not have a strong plan in place to monitor the results of the strategies we implement.		Limited Development 08/11/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	When this objective is fully met, Enrichment Time will be used effectively to address the individual learning needs of students. Adjustments to programming will be made on a regular basis using available data. Northeastern will utilize extended learning time programs (Pack Time) to increase proficiency on the End-of-Grade Math and Reading tests.			Robin Hevner	05/20/202 4

Actions		8 of 10 (80%)		
8/11/17	Working collaboratively with seventh grade teachers, Janet Rodriguez will create a schedule and plan for pack time that addresses student needs based on available data.	Complete 10/03/2017	Janet Rodriguez	10/03/201 7
<p><i>Notes:</i> Teachers will officially reevaluate groupings every four weeks but will shift individual students as necessary based on formative assessments.</p> <p>10/25/17--In light of the screening assessment data, the teachers have tweaked the schedule provided by Janet Rodriguez. Teachers now have students in remediation groups based on the screener data and students in enrichment settings based on those same assessments.</p>				
9/18/17	Seventh grade teachers will receive guidance and feedback in creating screeners from administrative intern Paula LaPlant.	Complete 10/25/2017	Paula LaPlant	10/03/201 7
<p><i>Notes:</i> Paula LaPlant reviewed each screener, gave teachers suggestions and feedback, helped them develop their plans for remediation and enrichment, and facilitated the overall Pack Time plan.</p> <p>Some of the feedback involved validity of data and making sure that our assessment tools are measuring what we intend and giving us valid results.</p>				
3/16/18	Seventh grade teachers will meet with district testing director Beth Davis twice during the first semester to use available data (esp. EVAAS, NC Check Ins, benchmarks) to guide decision making both in the classroom and during extended learning time.	Complete 01/02/2018	Dana Albright- Johnson	01/19/201 8
<p><i>Notes:</i> Beth Davis met with seventh grade team and support personnel on October 25, 2017 and December 13, 2017, to review and analyze data as well as consider and plan for "next steps" in their classrooms.</p>				
9/11/17	Seventh grade teachers will create, administer, and collect data from reading and math screeners/pre-assessments. They will sort students for pack time enrichment/remediation based on this data.	Complete 04/13/2018	Janet Rodriguez	04/13/201 8
<p><i>Notes:</i></p>				
8/9/18	Continuing the plan developed with seventh grade teachers in 2017-2018, eighth grade teachers will create, administer, and collect data from reading math screeners/pre-assessments. They will sort students for Pack Time enrichment/remediation based on this data.	Complete 04/02/2019	Ralph Jarrett	10/02/201 8
<p><i>Notes:</i> Assistant principal Ralph Jarrett will work with eighth grade chairperson Dani Spaun on the development of Pack Time while Lead Teacher Robin Hevner will collaborate with Adam Brown for the seventh-grade plan.</p> <p>By October 1 7th grade has administered screeners and have started sorting data to make groups. Eighth grade had administered screeners, sorted data, and placed students in to groups based on the data.</p>				
8/9/18	NC Check-Ins data will be used to inform modifications in the extended learning period (Pack Time).	Complete 04/10/2019	Robin Hevner	04/11/201 9

	<p><i>Notes:</i> Lead Teacher Robin Hevner will lead teams in reviewing data and determining how to use results to inform instruction.</p> <p>Update 1/7/19--Seventh grade teachers have used data from the first NC Check-In to create groups for the round of enrichment and remediation that begins today. Teachers also used "at-risk" data from the district which identified students who at risk of not making a year's worth of growth as determined by the normal curve equivalency from the last set of reading and math EOGs to the first set of NC Check-Ins.</p>			
8/9/18	The math department will develop and implement an intensive focus in afternoon sessions prior to the Math I End-of-Grade assessment.	Complete 06/04/2019	Danielle Pickard	06/04/201 9
	<i>Notes:</i>			
7/11/19	Through funding by then Serv Grant, a total of ten or more hours of additional math remediation will be offered to a group selected based on available data.	Complete 03/13/2020	Corey Culp	03/27/202 0
	<p><i>Notes:</i> This strategy will be in place if approved by central services as instructional recovery plan.</p> <p>5/26/20 <i>Notes:</i> Corey Culp selected students and facilitated regular remediation sessions. He gave all 8th grade math students a pre-assessment and a post assessment through SchoolNet. The data taken from those assessments showed a positive effect on the students who received additional support as compared to the students who did not receive the focused support.</p>			
5/26/20	Reading and math teachers will use i-Ready to plan interventions and to monitor student progress towards mastery of math and reading standards.		Robin Hevner	05/20/202 4
	<i>Notes:</i>			
8/20/21	An updated Pack Time schedule will be created with a focus on remediation creating small groups for targeted instruction.		Anthony Grosch	05/20/202 4
	<i>Notes:</i>			
Implementation:		04/24/2018		
Evidence	<p>4/24/2018</p> <p>Seventh grade teachers have a Google doc of meeting minutes that clearly indicates the pattern of assessing, grouping, planning, remediating/enriching. They also have SchoolNet assessments and student products/work samples.</p>			
Experience	<p>4/24/2018</p> <p>Seventh grade teachers worked together with Paula LaPlant to create screeners for specific reading and math basic skills. The data from these assessments identified specific students who had gaps. The team designed Pack Time remediation courses for those students and enrichment activities for the students who were proficient in those basic skills.</p>			
Sustainability	<p>4/24/2018</p> <p>It will be important for us to continue to look for better screening tools so that we get specific, clear, and</p>			

	actionable data. We will also need to continue to improve the strategies we use to remediate and enrich based upon the data.				
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
Initial Assessment:	While administrators spend much of each week in classrooms and monitor instruction regularly as well as provide feedback, they have not yet reached the expectation of 33% of the time in classrooms. This indicator could best be described as "almost there."		Limited Development 04/19/2017		
How it will look when fully met:	When this objective is fully met administrators will be visible in classrooms on average at least 40% of the time during regular school days. A quick turnaround on written feedback (both formal and informal) for teacher growth will continue. Data needed: walkthrough and formal observation feedback			Anthony Grosch	05/20/2024
Actions			2 of 3 (67%)		
8/9/18	As a part of developing school culture for growth, teachers will be encouraged to provide peer feedback through vertical visits to classrooms three times per year.		Complete 04/09/2019	Robin Hevner	04/09/2019
<i>Notes:</i> Teachers completed the first round of vertical visits September 26 and 27. All three visits were completed by the deadline.					
8/9/18	To provide teachers with immediate and high-quality feedback, a full cycle of standard/comprehensive observations will be completed by administrators and peer observers for all licensed employees.		Complete 04/30/2019	Robin Hevner	04/30/2019
<i>Notes:</i> Full cycle observations and summative meetings were completed by 4/30/2019					
9/7/21	To provide teachers with immediate and high-quality feedback, a full cycle of standard/comprehensive observations will be completed by administrators and peer observers for all licensed employees.			Anthony Grosch	05/20/2024
<i>Notes:</i>					
	B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
Initial Assessment:	In collaboration with Schools that Lead, in 2018-2019 an early indicator warning list was started as a practice prior to full implementation in 2019-2020.		Limited Development 07/11/2019		
How it will look when fully met:	When the goal is met the early indicator risk warning list developed in conjunction with Multi-Tiered System of Support program will provide data needed to address students' immediate needs and improve student performance in school. During the course of the school year, we expect to see a decrease in repeat referrals.			Anthony Grosch	05/20/2025
Actions			4 of 5 (80%)		
7/11/19	With an aim to increase frequency over time, the list will be updated quarterly for attendance concerns.		Complete 03/13/2020	Brittany Whitley	05/07/2020

	<p><i>Notes:</i> Optimal recurrence is monthly but it will likely take some time to build up to that process.</p> <p>5/26/20 Notes: On February 19, 2020, the lead teacher and administration met with grade level PLCs to review the students listed on the at-risk list for various reasons. Teachers identified specific students who they could offer more individual support, and they indicated which students may need additional support beyond what they could provide. Elective teachers and support personnel "adopted" students from that "extra help" list and implemented strategies to build relationships with those students and provide additional support where possible.</p> <p>Early warning indicator lists were reviewed frequently and data was shared with Schools that Lead group. Data was used to make decisions about strategies used to address specific areas of concern.</p>			
7/11/19	With an aim to increase frequency over time, the list will be updated quarterly with behavior concerns.	Complete 03/13/2020	Brittany Whitley	05/07/2020 0
	<p><i>Notes:</i> Optimal recurrence is once per month but it may take some time to build up to the process.</p> <p>5/26/20 Notes: On February 19, 2020, the lead teacher and administration met with grade level PLCs to review the students listed on the at-risk list for various reasons. Teachers identified specific students who they could offer more individual support, and they indicated which students may need additional support beyond what they could provide. Elective teachers and support personnel "adopted" students from that "extra help" list and implemented strategies to build relationships with those students and provide additional support where possible.</p> <p>Early warning indicator lists were reviewed frequently and data was shared with Schools that Lead group. Data was used to make decisions about strategies used to address specific areas of concern.</p>			
7/11/19	With an aim to increase frequency over time, the list will be updated quarterly with failing grade concerns.	Complete 03/13/2020	Brittany Whitley	05/07/2020 0
	<p><i>Notes:</i> Optimal recurrence is once per month but the team will need some time and practice to build systems and processes.</p> <p>5/26/20 Notes: On February 19, 2020, the lead teacher and administration met with grade level PLCs to review the students listed on the at-risk list for various reasons. Teachers identified specific students who they could offer more individual support, and they indicated which students may need additional support beyond what they could provide. Elective teachers and support personnel "adopted" students from that "extra help" list and implemented strategies to build relationships with those students and provide additional support where possible.</p> <p>Early warning indicator lists were reviewed frequently and data was shared with Schools that Lead group. Data was used to make decisions about strategies used to address specific areas of concern.</p>			
6/23/20	During periods of remote learning, attendance monitoring will expand to include two-way communication as evidence.	Complete 10/05/2020	Sherita Hunt	10/05/2020 0
	<p><i>Notes:</i> Individual teachers will report in to the data manager.</p> <p>9-21-2020 Update-- The school utilizes a Google Form that surveys students on different topics or needs each day. The daily survey is accessible to students on the school's homepage and in each subject's</p>			

ClassLink backpack. Teachers update the attendance each afternoon after checking email, Remind apps, Canvas and Google assignment submissions, and all other forms for student/parent communication throughout each day. Teachers also make attendance adjustments based on completed paper packet assignments that are collected at regular intervals.

10-12-20 Update- Counselors created a shared spreadsheet based on concerns from teachers. Student who teachers were not able to contact regularly and who were not completing work regularly were added to the spreadsheet for phone calls from guidance, student advocate, ISS facilitator. In certain situations, home visits were made. The system for teachers is in place as is the backup system for support staff to follow up when teachers have been unable to have consistent communication.

9/7/21 The student advocate will provide to the MTSS team a list of students who have excessive absences. As a part of the MTSS team, she will discuss with teachers and support staff the causes for absences, strategies that have been implemented already, and what next steps might look like for each student on the list.

Brittany Whitley

05/20/2025

Notes:

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:		We are looking forward to using the data from the end of last year as a starting point from which to improve. Now that we will have DataMart to track student progress toward expected growth, we plan to include that in MTSS discussions as we make decisions for student support. Many teachers have taken on new subjects to teach and will need collaborative team planning time to learn from peers and support staff. We are getting a "fresh start" on aligning standards with instruction, student tasks, and assessments.	Limited Development 04/19/2017		
How it will look when fully met:		When fully implemented, student learning would improve continuously through a routine process of developing assessments, gathering data, analyzing data, and using available data to adjust teaching. Additionally, data would be used to make decisions about professional development opportunities for teachers and other personnel. Evidences: PLC (Professional Learning Community) meeting notes/records of identified students who need additional support; classroom observation reports; CFAs (Common Formative Assessments) created in an EOG/EOC format in all core academic subject areas.		Anthony Grosch	09/01/2024
Actions			6 of 7 (86%)		

6/15/17	Data from common assessments will be analyzed monthly at all levels: team, grade, department, and school improvement team.	Complete 05/01/2018	Casey Westmoreland	05/01/2018
<p><i>Notes:</i> The team noted that it will be the responsibility of each chairperson/grade level leader to share information with Adam Brown. Mid-year the team decided to use NC Check-Ins data as the most relevant formative assessment.</p>				
6/15/17	Refine the development and administration of monthly CFAs to ensure that the questions within the assessments are aligned with the format end-of-year testing.	Complete 05/01/2018	Eliza Sanders	05/01/2018
<p><i>Notes:</i> Teachers submitted common formative assessments to Eliza Sanders for review. Based on Eliza Sanders' experience creating questions for both School Net and the NC Department of Public Instruction, she has recommended the use of School Net questions across the board to mirror the style and rigor of end-of-year assessments. Assessments that are not made from School Net will continue to be submitted to her for review. Note: The team later decided to allow content area specialists to share questions within the department. Although this step was taken, this is best described as a work in progress.</p>				
6/15/17	Develop and implement a uniform process to analyze data at each level to ensure that the data that is collected is meaningful and useful in driving instructional practice.	Complete 05/01/2018	Casey Westmoreland	05/01/2018
<p><i>Notes:</i> Teachers developed, administered, and collected data from their CFAs. Teachers submitted this data to Casey Westmoreland to analyze. Upon reviewing all that was submitted from the first round of CFAs, Casey Westmoreland determined that the teachers need to submit data as a grade level set in order for us to determine patterns across each grade level. Teachers were asked to collaborate in PLTs to compile the data from now on. Teachers have specific forms that aid them in the process. Later in the school year the process for data analysis was led through Lead Teacher Robin Hevner, primarily as it related to the NC Check-Ins.</p>				
8/9/18	Based on available data, a school-wide re-emphasis of professional learning communities is the next step in progress. A team of school leaders will attend the Piedmont Triad Educational Consortium session "Optimizing PLCs".	Complete 11/06/2018	Dana Albright-Johnson	11/13/2018
<p><i>Notes:</i> The PLTs will access Data Mart to inform decisions for Pack Time. Adam Brown, Lynne McNeil, and Casey Westmoreland attended the Piedmont Triad Educational Consortium session "Optimizing PLCs on November 6, 2018.</p>				
8/9/18	Differentiated vertical visits will be refined to highlight teachers' strengths as well as areas of interested professional growth.	Complete 04/09/2019	Robin Hevner	04/09/2019
<p><i>Notes:</i> The first round of vertical visits was completed on September 26 and 27.</p>				
7/11/19	Through Schools that Lead, in 2019-2020 Dani Spaun and Alex Staneck will develop four colleagues each through concepts such as Plan, Do, Study, Act.	Complete 03/13/2020	Stephanie Hutchins	05/07/2020
<p><i>Notes:</i> 5/26/2020 Notes: After attending Schools That Lead meetings, team members Dani Spaun and Alec Staneck held monthly meetings with Tonda Hinson, Kristy Hutcherson, Chris Rose, and David Benbow</p>				

(called Snowflakes due to the nature of spreading the information out from the central cluster out to the different strands) to share the information. Spaun and Staneck also completed observations on those teachers as part of the process of finding tools to support snowflake teachers with problems they identified within their classrooms. The team members had pre and post conferences with the snowflake teachers and follow up questions after those teachers implemented the recommended support tool(s).

7/11/19 Because our most recent EVAAS date indicates that we have "not met" growth with our AIG (gifted) subgroup, our collaborative teams will curate resources at higher lexiles and find other ways to increase the rigor for our AIG population.

Dani Spaun 05/20/2024

Notes:

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
Initial Assessment:	This objective is fully implemented. Evidences for this at the district level and at the school level are in the file folder.		Full Implementation 11/03/2021		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Currently the School Improvement Team allocates discretionary resources across departments as needs arise. We have focused recent financial resources on building classroom libraries, replacing old PE equipment, purchasing consumable materials for hands-on science labs, and supplying teachers with needed materials. We have an EC teacher for each grade, a cross-cat teacher, and a cross-cat assistant. We have an ESL teacher who works with EL students two days each week. We have a media specialist, and lead teacher, and two counselors. Four days per week we have forty minutes set aside for student remediation and enrichment. One day per week we have forty minutes set aside for social/emotional and/or team building activities.</p> <p>The LEA has also provided a student advocate position and an interventionist position. The LEA continues to fund special programs like i-Ready, HDWord, Boost, and HillRAP; the district regularly trains the staff members who run these programs. The LEA has provided training in literacy, Professional Learning</p>		Limited Development 09/15/2023		

	Communities, AIG student support, EL support, and reading foundations. The LEA has provided us the support of an EC Program Facilitator, a Program Specialist, and a social worker.			
How it will look when fully met:	<p>Teachers use data to differentiate instruction within the classroom. The school has a process to group students for additional support and/or remediation outside the classroom. The support tools match student needs, and the SIT has a process to allocate the appropriate human, time, and financial resources to the areas according to need. Professional Learning Communities identify gaps in instructional knowledge/tools and advocate for training, resources, schedule changes, etc. Observations and walk throughs identify needed professional development and instructional resources. Department meetings and Collaborative Team Time align teacher needs with professional development.</p> <p>Minutes from early SIT meetings will show the use of data to identify priority groups and the allocation of resources toward those needs. Throughout the year, SIT minutes will reflect "in the moment" needs and how the team decided to provide additional support as PLCs advocate for improvement. We will also see evidence of implementation in the improved plans for instruction, intervention, and enrichment.</p>		Anthony Grosch	05/16/2025
Actions		1 of 3 (33%)		
9/28/23	SIT will review data from 2022-2023 to determine which populations of students need additional support/resources.	Complete 09/19/2023	Anthony Grosch	09/19/2023 3
<i>Notes:</i>				
9/19/23	Within the 2023-2024 school year, our ATSI school will push elective teachers in to enrichment/remediation classes once per week to increase the overall performance of our "students with disabilities" subgroup.		Kristy Hutcherson	12/15/2023 3
<i>Notes:</i>				
9/28/23	Within the 2023-2024 school year, our school identified the following resource inequity --lack of specific training in supportive programs, as a result, our school plans to mitigate this inequity by training new EC teachers on HDWord and HillRAP programs.		Jessica Oates	12/15/2023 3
<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>		The school communicates regularly and in a variety of ways with the school community about how the school is working toward specific goals and about general expectations. The administration regularly sends home school-wide information in the phone messenger system. Most of our teachers send home "Remind" messages to parents so that parents know what students are doing. Teachers also provide structures for parents and students know what work students are missing and what students need to do to make up or redo work. Time for this is built into our routines and is called ZAP (Z eros A ren't P ermitted) time.	Limited Development 04/19/2017		
<i>How it will look when fully met:</i>		When this objective is met fully student attendance and achievement will increase while behavioral concerns will decrease due to higher levels of engagement between the home and school. Teachers will continue to meet one on one with parents but will do so on a more frequent basis. Materials will be sent home by the school to encourage parent involvement. Parents will continue to be contacted routinely about student progress (parent portal, interim reports, report cards).		Carlina Revels	05/07/2024
Actions			10 of 11 (91%)		
10/26/17		Include a section in the newsletter for tips for parents.	Complete 06/01/2018	Ralph Jarrett	06/01/2018
		<i>Notes:</i> We provide tips to recommend to parents depending on a specific issue, need, or topic. For example, during Red Ribbon Week parents were notified of activities and encouraged to attend a parent night about prescription drug use. To encourage reading for enjoyment, the principal wrote an article on the digital app, "Hoopla," and the article was shared in the school's electronic newsletter. The newsletter for 12/4/17 has a parent section entitled, "5 Things Parents Can Do to Help Children Succeed in School."			
8/11/17		Communicate revised language arts and math standards for 2018-2019 to parents via e-newsletter, flyer, and School Messenger.	Complete 09/04/2018	Dana Albright-Johnson	09/04/2018
		<i>Notes:</i> Information was provided to parents in August 2018 via e-newsletter, flyer in Peachjar, and attachments in the emails of School Messenger.			
8/9/18		The school will make as a priority the hiring of a Spanish-speaking classified employee who will be able to assist in parent contacts.	Complete 10/02/2018	Dana Albright-Johnson	10/09/2018
		<i>Notes:</i> The available receptionist position was posted by the RCSS human resources department as "receptionist/interpreter" in August 2018.			
8/9/18		Twitter will be implemented as a tool for community outreach and parent engagement and will address topics such as student attendance and student progress.	Complete 10/02/2018	Ralph Jarrett	10/09/2018
		<i>Notes:</i> Assistant Principal Ralph Jarrett will work with Public Information Officer Tim Moody to set up an account.			

8/9/18	To communicate to parents what their children should know and be able to do each quarter, teacher-written lists of key curriculum concepts will be delivered to parents via e-newsletter.	Complete 04/09/2018	Ralph Jarrett	04/09/2019
<i>Notes:</i>				
7/11/19	To educate families about an increasing concern among the student population, a presentation on the perils of vaping will occur during interim night.	Complete 09/26/2019	Dana Albright-Johnson	09/26/2019
<i>Notes:</i> Presentation will be organized by Edwina Ashworth with Dana Albright-Johnson as school contact.				
7/11/19	In 2019-2020 a minimum of two family nights about math will be offered.	Complete 02/12/2020	Robin Hevner	05/07/2020
<i>Notes:</i> Administrative intern Corey Culp will plan the second math night.				
5/26/2020 <i>Notes:</i> Math Nights were held on September 26, 2019 and February 12, 2020.				
5/26/20	Due to the Covid-19 early school closure in 2019-2020 and the state requirements for a remote learning plan for 2020-2021, the school will provide support for parents regarding resources, tools, and strategies for remote learning through a virtual academy. In addition, if conditions allow, parents will be provided opportunities for face-to-face assistance appointments on the campus.	Complete 11/09/2020	Jack Embree	10/20/2020
<i>Notes:</i> 9/22/2020 Update--The school has added a "Parent Academy" button to the school's home page. This button links parents to resources to use in support of their students' digital learning. Also, the lead teacher and media specialist collaborated to create an opportunity for face-to-face assistance with technology. They created a detailed agenda, made fliers to hand out at a device pickup time and to post on social media, created a SignUpGenius digital signup, and offered personalized support for the registered participants on September 2, 2020. The school actively encourages parents to connect with their students' Canvas courses through the Canvas Parent application. A how-to video is posted on the school's web page, and staff members encourage that as an effective student support tool when parents call with questions about Canvas assignments.				
11/9/20	The school will send home tips for remote learning and will continue to address parent and student concerns regarding layout, navigation, content, and practicality of remote lessons.	Complete 03/16/2021	Robin Hevner	03/16/2021
<i>Notes:</i> 2/1/2021 Update-The 7th grade teachers recently underwent an alignment of Canvas course setup and navigation. The departments reviewed the district Canvas document and applied the expectations to their Canvas courses during department meetings. The daily survey collected data about student struggles with Canvas and remote learning/working; that data was shared with teachers. Several teachers have done their own student surveys about what is working and what is not working for remote learning. The data from surveys is used to help teachers reflect on their practices and make changes. The data is also used by administration to send tips/resources out to families via social media.				
4/8/21	The school will communicate with families about summer school opportunities.	Complete 05/20/2021	Ralph Jarrett	05/20/2021
<i>Notes:</i>				

8/18/21	Instagram will be implemented as a tool for community outreach and parent and student engagement and will address topics such as student attendance and student progress.		Anthony Grosch	05/20/2024
<i>Notes:</i> To further increase community engagement, we will increase our social media footprint with the creation of school Instagram account. Instagram is more widely used by students personally and we can increase our ability to communicate with our community.				



School: Northeastern Randolph Middle School

School Year: 2023-2024

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

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

Committee Position	Typed Name	Signature	Date
Grade 8 Teacher (Math/Sci)	Eliza Sanders		
Secretary/Treasurer	Sarah Cross		
Media Specialist	Jack Embree		
Art Teacher (Grades 6-8)	Amy Waldo		
Principal	Anthony Grosch		
Lead Teacher	Robin Hevner		
Grade 7 Teacher (ELA/SS)	Tonda Hinson		
CTE Teacher (Grade 6-8)	Kristy Hutcherson		
Grade 6 Teacher (Science/SS)	Stephanie Hutchins		
EC Teacher (Grades 6-8)	Jessica Oates		
Counselor (Grades 7 & 8)	Renee Driggers		
Grade 7 Teacher (Math/SS)	Bryan Simpson		
Assistant Principal	Carlina Revels		
Grade 8 Teacher (ELA/SS)	Dani Spaun		
Grade 6 Teacher (ELA)	Martha Way		
Counselor (Grade 6 & 8)	Tracy Brady		
Student Advocate	Carla McBee		
Parent	Randy Hevner		



NCStar/SIP Mandatory Components

School Name: Northeastern Randolph Middle School

School Year: 2023-2024

Duty-Free Lunch

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

Northeastern Randolph Middle School requests a waiver from the state-required ongoing operational activity of providing a daily duty-free lunch for teachers so that instructional faculty may have a continuous 90 to 110 minute continuous planning block during the school day.

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All full time assigned classroom teachers shall be provided duty-free instructional planning time during regular student contact hours. The duty-free instructional time shall be provided to the maximum extent that provides for the safety and proper supervision of children during regular student contact hours.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

A variety of strategies exist for students as they move from fifth grade into sixth grade and from eighth grade to ninth grade. Specific steps include the following:

Elementary to Middle School

We organize parent night on the middle school campus for parents of rising sixth grade students. We arrange for rising sixth graders to have tours with middle school students as tour guides. Fifth grade teachers complete data sheets and submit those to counselors who use the information for best scenario/best instructional fit scheduling. Additional needs are met through programs such as the clothes closet and back pack program. Counselors and principal visit classrooms of fifth graders to discuss upcoming transition activities that are available and to discuss the sixth

grade registration process. Our band/chorus teacher will visit elementary feeder schools to educate fifth grade students about middle school band and chorus classes. Administration and student advocate review fifth grade attendance data and address concerns prior to entry or during early weeks of school year.

Middle School to High School

Eighth grade students tour Providence Grove High School to acclimate themselves to new expectations. High school counselors meet with students at the middle school to instruct about course options. Eighth grade teachers counsel their students about course selections and approve honors offerings. The middle school student advocate shares MTSS notes (data/history/strategies attempted) with the high school. The middle and high schools share key positions such as the nurse and social worker so support personnel are familiar with students and their needs as they move to ninth grade and beyond. The athletic department will arrange Middle School Nights for our team to play at the high school to provide a connection to Providence Grove facilities, sports, coaches, and staff.