



Southwestern Randolph High School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission: Southwestern Randolph High School’s mission is to prepare students to be productive citizens in a diverse world and to be life-long learners through teaching social and emotional skills, building relationships, and providing data-driven, rigorous instruction.

Vision: Southwestern Randolph High School is committed to causing high levels of learning for all students in a challenging, collaborative, and safe environment.

Goals:

By June 2024, as measured by our graduation rate and drop out percentage, Southwestern Randolph High School will improve our graduation rate by 2% and decrease our dropout rate by 0.5%. This will be based on the percentages from the 2022-2023 school year. (A4.09, A4.16, E1.06)

By June 2024, as measured by quarterly CEU reports, 100% of instructional staff at Southwestern Randolph High School will complete professional development that is high quality and differentiated. (D2.05, A4.06, C2.03)

By June of 2024, as measured by monthly MTSS data checks, 100% of instructional staff will use the MTSS data tracking spreadsheet to progress-monitor student growth in order to improve our school performance grade. (A3.01, A3.09, A4.01, A4.06)



! = Past Due Objectives		KEY = Key Indicator				
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers have expectations posted and teach classroom procedures at the beginning of each semester. Teachers positively reinforce rules in various ways; having individual conversations with students, maintaining contact with parents/guardians, referring students to support personnel when needed.		Limited Development 07/25/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Students are consistently following school rules and procedures. Evidence: office referral data, walkthrough data			Brian Hodgin	07/01/2026
Actions				0 of 2 (0%)		

9/1/17	Teachers will create and discuss with students the expectations for their classes. Classroom expectations will be posted in every classroom.		Brian Hodgins	07/01/2026
<i>Notes:</i>				
7/23/18	In an effort to monitor effective classroom management, the administration will monitor classroom management and student engagement via the instructional walkthrough instrument.		Brian Hodgins	07/01/2026
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Departments meet bi-weekly to discuss planning specific to the students and departmental needs. Departments teach comparable lessons at a similar pace. Middle school and high school teachers meet regarding placement of rising 9th graders. EC teachers at the high and middle school level meet to discuss students' needs as they transition to high school. Departments plan pre and post assessments together. Departments look at data to determine differentiated instruction, common benchmarks, CFAs, district and state pacing guides, and curriculum guides.	Limited Development 05/04/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Each subject area Collaborative Team will align instruction to the curriculum by working collaboratively to unpack specific standards of focus for the year. These unpacked standards will allow for the process of common formative assessments and course unit development. Pieces of evidence: CTT Log, teachers' lesson plans, CTT unit plans, and walkthrough data.		Megan Chamblee	07/01/2026
Actions			0 of 4 (0%)		

7/24/18	Administrators and Lead Teacher will meet regularly with departments to monitor student performance on pre-and post-tests, including benchmarks to assess student mastery. Interventions will be put in place for students who fail to master learning objectives, example-adjusting instruction and retesting		Megan Chamblee	07/01/2026
<i>Notes:</i>				
7/24/18	Content specific CTTs will meet to develop standards-align units of instruction, learning activities, resources and pre- and post-assessment.		Megan Chamblee	07/01/2026
<i>Notes:</i>				
7/24/18	EC teachers and ELL teacher will participate in content specific CTTs to provide lessons and modification that address diverse learners' needs and ensure that standards are accessible to all students.		Kristin Jones	07/01/2026
<i>Notes:</i>				
10/10/22	Collaborative Teams will work to begin unpacking their standards and will work to create a minimum of one common formative assessment item per quarter based on those unpacked standards.		Megan Chamblee	07/01/2026
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As MTSS becomes more important, we have built an MTSS team at the school level and district level. We have received recommendations and collected data in order to help students. We have met as a team, and we have attended PDs to help us be more successful.	Limited Development 09/12/2019		
How it will look when fully met:		Teachers will be monitoring and using MTSS modifications.The team will move students up and down tiers as needed. Data will be		Megan Chamblee	07/01/2026

	regularly monitored, and this will be a fluid process to help students in all capacities.				
Actions		0 of 3 (0%)			
9/12/19	Meet Monthly with MTSS leadership teams to provide instructional support for interventions to classroom teachers.		Megan Chamblee	07/01/2026	
<i>Notes:</i>					
10/29/20	Provide PD to teachers and share information so they understand MTSS as well.		Megan Chamblee	07/01/2026	
<i>Notes:</i>					
10/10/22	Provide PD to teachers and other stakeholders about core instruction and standards-based instruction.		Megan Chamblee	07/01/2026	
<i>Notes:</i>					
	A3.09	All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers follow IEPs, 504s, AIG plans, and MTSS plans. Teachers also regularly talk to EC teachers, MTSS Coordinator, counselors, and the student advocate.	Limited Development 09/12/2019		
How it will look when fully met:		Teachers will be adding and using differentiation seamlessly as a permanent part of their lesson plans on a daily basis. Other staff members will be involved and active in each child's education. This will involve ongoing formative assessments and continuing to evolve instruction based on the data received.		Megan Chamblee	07/01/2026
Actions		0 of 1 (0%)			
9/12/19	The admin team will actively monitor classroom instruction via weekly walkthroughs and provide feedback on the use of differentiation.		Brian Hodgin	07/01/2026	
<i>Notes:</i>					
	A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use a variety of techniques to collect and assess data with their coworkers and students. We will discuss data during PLT times	Limited Development 09/12/2019		

	often. Teachers also have access to their data on multiple platforms. We will use the county benchmarks, as well as state data, to track data as an indicator of student growth.			
How it will look when fully met:	Teachers will be using data trackers to monitor and support students. Students will understand how to read and analyze their own data. Data will be a part of every day instruction and will be the center of lessons and activities. This will look like differentiated instruction in the classrooms and may include small groups, team teaching, and different activities going on at one time.		Megan Chamblee	07/01/2026
Actions		0 of 2 (0%)		
9/12/19	Lead Teacher will work with MTSS team and content teachers to develop school-wide data trackers that all stakeholders can use to ensure quality instruction and interventions.		Megan Chamblee	07/01/2026
<i>Notes:</i>				
10/29/20	Collaborative teams will use the data collected to assess instruction, design common formative assessments and structure interventions.		Megan Chamblee	07/01/2026
<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 staff will utilize the school remediation and enrichment period to provide interventions individually and in small groups to meet students' specific instructional needs and various MTSS goals.	Limited Development 10/29/2020		
How it will look when fully met:		Once this objective is fully met, all teachers will know what MTSS and how to start the process for their students. Our team will meet regularly to review current accommodations and add any as needed. Parents and guardians will also have the information they need in order to help their students with the process as well.		Megan Chamblee	07/01/2026
Actions			0 of 3 (0%)		

10/29/20	The MTSS Coordinator will continue to gather and share information to staff and team members via monthly planning block meetings		Megan Chamblee	07/01/2026	
<i>Notes:</i>					
10/29/20	The MTSS team will meet once monthly on the fourth Monday of each month to check in on targeted students and assess needs of core students.		Megan Chamblee	07/01/2026	
<i>Notes:</i>					
10/2/23	<p>Within the 2023-2024 school year, our ATSI school will implement the following evidence-based interventions to increase the overall performance of English Language Learners:</p> <ul style="list-style-type: none"> -Utilize Mr. Colli (ESL teacher), who is a native speaker, during the remediation block to provide pull-out and push-in supports -Staff will use approved resources to communicate with families in their language of origin. -Staff will implement ELlevation strategies into their remediation block and general classroom instruction <p>to increase overall performance of our SEL students.</p>		Samuel Colli	07/01/2026	
<i>Notes:</i>					
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>All staff members have successfully completed the SEL course on Canvas in order to help with the emotional needs of everyone in the building. Teachers and staff members refer students as they become aware of students' needs/concerns. Referrals are made to school counselors, and they meet/counsel with students to provide support. Students are assigned to counselors using the students' last name. Counselors are available to meet with students at their request and via teacher referral. School counselors work in conjunction with local support agencies, the Randolph County School System Assist Team, and our school's social worker, The school's social worker is a resource utilized for referrals, home-visits and to identify concerns and seek needed resources. Our student advocate works closely with school counselors and the school social worker to support students and provide needed resources.</p>		Limited Development 05/04/2017		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Teachers are aware of additional support services available for students needing extra support, how best to connect students and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the student. Pieces of evidence: MTSS meeting minutes, counselors' notes and referral data			Tina Trotter	07/01/2026
Actions			0 of 2 (0%)		
7/24/18	The staff will model and guide students to express themselves in socially acceptable ways. Teachers, counselors and student advocate will educate students on acceptable ways to manage students emotions and share with students support resources available.			Megan Chamblee	07/01/2026
<i>Notes:</i>					
7/24/18	Staff will identify students who need help with necessities and provide additional resources, i.e., a backpack program, clothing closet, etc.			Kelly Long	07/01/2026
<i>Notes:</i>					
Implementation:			08/28/2019		
Evidence	8/28/2019				
Experience	8/28/2019				
Sustainability	8/28/2019				
A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)		Implementation Status	Assigned To	Target Date
Initial Assessment:	Our student advocate, counselors, and social worker work together to stay in touch with students and parents/guardians. They meet with them on a regular basis so we can help students be successful.		Limited Development 10/29/2020		
How it will look when fully met:	Our dropout numbers will be low, and students have what they need to successfully graduate from our high school. This involves analyzing data, involving students in their own learning, being in communication with parents and guardians, and offering different choices for students.			Kelly Long	07/01/2026
Actions			0 of 2 (0%)		

10/10/22	Student advocate, administration and district level personnel will review drop out data. Each situation will be analyzed to find the reason for the drop and what we as a school can do to prevent future drops.		Kelly Long	06/09/2026	
<i>Notes:</i>					
10/10/22	Our school counselors, social worker and student advocate will meet bi-monthly to discuss student needs. They will meet with students, make parent contacts, and include any other agencies needed when working to find solutions to pressing student needs.		Tina Trotter	07/01/2026	
<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>		Counselors and support staff meet with each student and help them develop their four year plans. Registration involves individual student conferences, level-to-level: counselors and other staff members work closely with both feeder middle schools to help rising 9th graders transition smoothly.	Limited Development 07/25/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Southwestern Randolph High School will have implemented a plan to support all students as they transition from grade-to-grade and level-to-level. Pieces of evidence: registration meetings and individual conferences, 4-year plans, and grade level meetings.		Tina Trotter	07/01/2026
Actions			0 of 2 (0%)		
7/24/18	Students will meet with their counselor and CDC to create a four year Course of Study and evaluate academic progress toward graduation.		Tina Trotter	07/01/2026	
<i>Notes:</i>					
7/24/18	Teachers and CDC will provide support and information to bridge the gap between high school and college. Students will have the opportunity to take college-level classes through Randolph Community College, NCVPS, and AP Capstone Academy.		Teresa Burton	07/01/2026	
<i>Notes:</i>					
<i>Implementation:</i>			08/28/2019		
<i>Evidence</i>		8/28/2019			
<i>Experience</i>		8/28/2019			

<i>Sustainability</i>	8/28/2019			
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Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>		<p>Cathy Waddell, Assistant Superintendent for Curriculum and Instruction</p> <p>Cathy Waddell, Secondary Education/ESL</p> <p>Larry Chappell, Director of Director of Instructional Support Services/Title II/Tile V</p> <p>Shenna Creech, Director of Digital Teaching and Learning</p> <p>Beth Davis, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Brooke Johnston, Director of Exceptional Children</p> <p>Tammie Abernethy, Director of Remote Instruction and Continuous Improvement</p> <p>Misty Wolfe, Director of CTE</p>	Limited Development 10/29/2020		
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		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
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<i>How it will look when fully met:</i>		<p>Cathy Waddell, Assistant Superintendent for Curriculum and Instruction</p> <p>Cathy Waddell, Secondary Education/ESL</p> <p>Larry Chappell, Director of Director of Instructional Support Services/Title II/Tile V</p> <p>Shenna Creech, Director of Digital Teaching and Learning</p> <p>Beth Davis, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p>	Objective Met 10/10/22	Brian Hodgins	07/01/2022
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		Brooke Johnston, Director of Exceptional Children Tammie Abernethy, Director of Remote Instruction and Continuous Improvement Misty Wolfe, Director of CTE			
Actions					
	10/29/20	Principal will be in charge of reporting from the team and sharing information as needed.	Complete 10/12/2021	Brian Hodgins	07/01/2022
<i>Notes:</i>					
	10/29/20	SIT will share information to departments on a timely basis.	Complete 10/13/2021	Megan Chamblee	07/01/2022
<i>Notes:</i>					
Implementation:			10/10/2022		
	Evidence	10/14/2021 Departments meet biweekly and always in the week following SIT team meetings.			
	Experience	10/14/2021 School Improvement Team information is shared by department chairs to departments via department meetings and the Principal works alongside the department chairs to disseminate information to all other staff and stakeholders.			
	Sustainability	10/14/2021 Department chairpersons and principal will continue practices of distributing information to all involved.			
	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
Initial Assessment:		The leadership team (School Improvement Team) meets two times a month for approximately an hour. Agenda and minutes are kept and shared with all school staff via Google Docs. Members include administration, teachers, staff and a community leader. The team has approximately 20 members, and elections are held each year.	Limited Development 05/04/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		To facilitate communication and coordination among the grade levels and the departments of the school. the Leadership Team consisting of		Brian Hodgins	07/01/2026

	the principal, assistant principals, the lead teacher, CDC and elected representatives from each department, will meet at least once each month. Pieces of evidence: meeting minutes, meeting agendas, and SIT election results			
Actions		0 of 2 (0%)		
7/24/18	Before the leadership team meeting, an agenda will be created by the leadership team. Members will have the opportunity to voice concerns and participate in the planning process for events that impact the school and students. Each meeting will begin with the review of the minutes from the last meeting and evaluate progress towards plans made or interventions put in place.		Brian Hodgkin	07/01/2026
<i>Notes:</i>				
7/24/18	The leadership team will meet to establish priorities goals for the school year (School Improvement Plan) and to elect representatives from each department.		Brian Hodgkin	07/01/2026
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

Core Function:		Dimension B - Leadership Capacity		
Effective Practice:		Distributed leadership and collaboration		
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To
Initial Assessment:		Our school culture focuses on obtaining a common goal and forming relationships with each other. The staff receives support from the administration team, support staff, and department heads. The staff can voice their questions and concerns to the School Improvement Team for things to be looked at promptly. Staff also knows they can speak to anyone about anything any time.	Limited Development 09/12/2019	
How it will look when fully met:		Teachers and staff will feel supported and know that they are heard by		Brian Hodgkin
				07/01/2026

administration and each other. We will work together to solve issues and continue to build a culture of kindness. Social and emotional learning will be prevalent everyday so both teachers and students can recognize their emotional health. We will all respect each others opinions and hear each other out as issues arise.

Actions **0 of 2 (0%)**

9/12/19	Teachers will receive feedback and support through a variety of techniques via the classroom walkthrough instrument.		Brian Hodgins	07/01/2026
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Notes:

8/23/21	Staff will refer to SEL Canvas course for reference as needed, and they will receive new PD as the year progresses based on the CASEL SEL Playbook		Megan Chamblee	07/01/2026
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Notes:

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Current implementation efforts include: School Improvement Team monthly department meetings, shared planning where scheduling allows, Collaborative Team Time (CTTs), Parent Teacher Organization, School Improvement Team (SIT), Multi-Tiered System of Support (MTSS), and monthly faculty meetings	Limited Development 05/04/2017		
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Priority Score: 2	Opportunity Score: 2	Index Score: 4
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How it will look when fully met:	All teachers will meet regularly with their PLC groups. PLC groups will plan, share resources, review data and use the data to guide instruction. MTSS team will meet regularly and move students as needed. SIT meets once a month to discuss any new information, as well as update school goals.		Megan Chamblee	07/01/2026
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Actions **0 of 3 (0%)**

7/24/18	Instructional teams will meet with instructional teams from other schools in the district to discuss curriculum alignment, best practices, share resources and assessment results via district PLTs and Collaborative Teams		Megan Chamblee	07/01/2026
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Notes:

7/24/18	The lead teacher will serve as a liaison between the school and the district to advance the schools' improvement process and to share progress toward goals.		Megan Chamblee	07/01/2026
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<i>Notes:</i>				
7/24/18	Progress toward School Improvement Plan goals and school initiatives will be discussed at faculty meetings and collaborative teams to allow staff input.		Megan Chamblee	07/01/2026
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Classroom walkthroughs, CTT agenda minutes posted in Google Drive, Staff driven PD to focus on what the staff needs, District CTT groups, Quarterly Review Data Team meetings, teacher evaluations, and follow-up conferences.		Limited Development 05/04/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The administrative team will monitor classroom instruction regularly and provide timely, clear, constructive feedback via formal observations and the classroom walk-through document. Our expectations are that students are engaged, relationships have been formed, and students are held accountable for their educations. We want teachers to set attainable and individual expectations for each student in order for everyone to be successful. Some non-negotiables would include continuously seeing no live instruction and students not actively engaged.			Brian Hodgin	07/01/2026
Actions			0 of 3 (0%)		
7/24/18	The administration will conduct impromptu walk-through evaluations and will monitor for "non-negotiable" expectations. Immediate feedback will be provided to teachers following the walkthrough. Formal evaluations will be completed using the NC Teacher Evaluation Instrument and opportunities for discussion regarding the teacher's			Brian Hodgin	07/01/2026

	professional practices will be discussed.			
<i>Notes:</i>				
7/24/18	The administrative team will discuss EVAAS data and teacher performance with teachers as information becomes available.		Brian Hodgins	07/01/2026
<i>Notes:</i>				
10/10/22	The administrative team will discuss CFA & Check In data and teacher performance with teachers as information becomes available.		Megan Chamblee	07/01/2026
<i>Notes:</i>				
Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our administrative team, which consists of Mr. Hodgins, Mrs. Cutler, Mr. Smith, and Ms Chamblee, sit down to look at data during crucial times of collection. We review testing data when we get it, and we discuss classroom observations with the teacher. Walk- through data is also observed and shared.	Limited Development 10/29/2020		
How it will look when fully met:		Data will become a part of instruction everyday. Teachers will analyze their own data and use their findings to be the driving force for their lessons. Data conversations will happen frequently and will be the center of PLT meetings. We will look at the following things: 1 Demographic- A. Attendance		Brian Hodgins	07/01/2026

B. Suspension

C. Drop out

D. Tardies

E. EDS, EC,EL, FIT, AIG, MTSS

F. Trend data-cohort groups

G. Industry

H. Poverty level

I. Migrant

2 Achievement-

A. Formative (CFAs)

B. Summative

C. Portfolio data (classroom level)

D. Student tracking own data

E. Trend data-cohorts

F. Achievement gap

G. Report card

H. EVAAS

I. Usage/Performance Reports for Digital Resources

J. Tracking Virtual enrollment and progress

3 Instructional-

A. Remote Instruction Guide (Planning & Implementation of Remote Instruction)

B. Teacher use of time (class, planning)-Integrity of school day

C. Patterns of enrollment

D. Quality of curriculum

- E. Teacher assignments
- F. Bell to bell teaching
- G. Assemblies, field trips and celebrations-effect/support
- H. ELEOT data/ walk-through data
- I. Efficient scheduling
- J. Usage of movies
- 4 Perception-
- A. Surveys
- B. Focus groups for situations
- C. Parent expectations of school
- D. TWC
- E. Safe School

Actions		0 of 2 (0%)		
10/29/20	Teachers will have access to all their data and be able to have conversations and ask questions about it.		Brian Hodgin	07/01/2026
<i>Notes:</i>				
10/29/20	Teachers will be able to read data, understand it, and how it effects them. We will utilize a planning block meeting to show teachers how to access their data.		Megan Chamblee	07/01/2026
<i>Notes:</i>				
C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Our teachers meet once a month to implement county initiatives and to participate in a variety of professional development activities which address state and district goals, usually including literacy, technology, and best practices. Sessions are facilitated by teachers, district employees, and the Lead Teacher.</p> <p>Staff members desiring to attend off-site PD pay their registration fee, and substitute teacher cost or search for a scholarship to assist with the cost of attendance. No funds are available to cover off-site PD at this</p>	Limited Development 07/26/2018		

	time.			
	Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:	Professional development would be aligned with school goals, state and district standards. It would focus on core content and modeling of teaching strategies for that content. It would provide an opportunity for teachers to practice new strategies within their classroom and receive feedback from peers and administration. Evidence would include a copy of the PD plan and an attendance roster.			Megan Chamblee 07/01/2026
Actions			0 of 3 (0%)	
9/29/23	The school lead teacher will collaborate with the district level lead teachers throughout the year to learn best practices for teachers that benefit student achievement.			Megan Chamblee 07/01/2025
	<i>Notes:</i>			
7/31/18	The SIT will meet to discuss the Professional Development Plan for the school year, aligning it with teachers' needs (received from staff survey) and state and district goals. Using the discussion as a guide, the LT will develop the PD plan and organize the meeting times and location.			Megan Chamblee 07/01/2026
	<i>Notes:</i>			
7/31/18	The Lead Teacher will seek out and share with the staff any free, online PD opportunities that are available.			Megan Chamblee 07/01/2026
	<i>Notes:</i>			
Implementation:			08/28/2019	
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Talent recruitment and retention

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>Recruiting</p> <ul style="list-style-type: none"> ☑ 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). ☑ LEA administrators attend 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. <p>Evaluating</p> <ul style="list-style-type: none"> ☑ 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. <p>Rewarding</p> <ul style="list-style-type: none"> ☑ Pride Pens ☑ Star 3 Recognitions ☑ BT of the Year ☑ Teacher of the Year ☑ Distinguished Educator 	Limited Development 10/29/2020		

	<ul style="list-style-type: none"> ☐ Outstanding Employee ☐ Retirement Banquet ☐ Bus Driver Award ☐ Custodian Award ☐ Recognition on Social Media <p>Replacing</p> <ul style="list-style-type: none"> ☐ Recruitment plan ☐ Value/utilize retirees ☐ HR interview/recommendation guidelines 			
	<p>Priority Score: 3</p> <p>Opportunity Score: 1</p>	<p>Index Score: 3</p>		
<p><i>How it will look when fully met:</i></p>	<p>Recruiting</p> <ul style="list-style-type: none"> ☐ 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). ☐ LEA administrators attend 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. <p>Evaluating</p> <ul style="list-style-type: none"> ☐ All BT and new employees are trained on the NC Teacher Evaluation Model. ☐ School and District level walkthroughs occur throughout the school 	<p>Objective Met 09/29/23</p>	<p>Brian Hodgins</p>	<p>07/01/2026</p>

- 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 the Year
- Distinguished Educator
- Outstanding Employee
- Retirement Banquet
- Bus Driver Award
- Custodian Award
- Recognition on Social Media
- Replacing
- Recruitment plan
- Value/utilize retirees
- HR interview/recommendation guidelines

Actions

10/10/22	Administration will actively pursue and recruit certified & classified staff as well as substitutes to help keep our school fully staffed.	Complete 09/29/2023	Brian Hodgin	06/09/2026
<i>Notes:</i>				
10/29/20	Admin team will acknowledge staff with weekly shout outs and reward them small incentives to show appreciation.	Complete 09/29/2023	Brian Hodgin	07/01/2026
<i>Notes:</i>				
10/29/20	Admin team will be available for staff to voice concerns or give suggestions.	Complete 09/29/2023	Megan Chamblee	07/01/2026

Notes:

Implementation:		09/29/2023		
Evidence	9/29/2023 We are fully staffed with the exception of one position that has a qualified full-time substitute in place.			
Experience	9/29/2023 It has been a challenge to find quality instructional staff but we have been fortunate in our new hires over the last several years.			
Sustainability	9/29/2023 We will work to continue to maintain our strong community presence, attend job fairs to advertise vacancies, and reach potential employees where they are.			

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:		The school prioritized the recruitment and hiring of native Spanish speakers in open positions such as our ESL teacher, Spanish teacher, and part-time translator to help encourage productive collaboration and instruction with newcomers, LEP students, and parents where English is not their primary language.	Limited Development 09/28/2023		
How it will look when fully met:		Our ESL teacher will work with students, parents, and other stakeholders to bridge the language gap to ensure that the needs of students are being met.		Jessica Cutler	07/01/2026
Actions			0 of 1 (0%)		
	9/29/23	Within the 2023-2024 school year, our school identified the following resource inequity of limited staff members on campus that are native Spanish speakers. As a result, our school plans to mitigate this inequity by utilizing our new ESL teacher who is a native Spanish speaker, to work with students, parents, and other stakeholders in their home language.		Kelly Long	07/01/2026

Notes:

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>		Our school is clean and well maintained. There is a continuous need to replace and update existing technology. Our staff has support provided in multiple ways, including staff-driven PD, support staff to go to, and ways to share and voice their concerns and questions.	Limited Development 07/31/2018		
<i>How it will look when fully met:</i>		The school would be a safe, inviting place to learn, with adequate resources available to all students and staff. A systematic and transparent process would be available for allocating resources to meet the school's needs. Sufficient resources and up-to-date technology would be readily available to all, and the staff would have access to a wide variety of professional development opportunities. Pieces of evidence would include a survey, and a log of media resources/technology used will provide data to determine the implementation of this indicator.		Brian Hodgkin	07/01/2026
Actions			0 of 3 (0%)		
	10/10/22	Administration will meet daily with School Resource Officer to discuss campus safety concerns. Necessary adjustments will be made.		Brian Hodgkin	06/09/2026
	<i>Notes:</i>				
	7/31/18	The staff will participate in professional development activities to learn how to better meet the needs of all students.		Megan Chamblee	07/01/2026
	<i>Notes:</i>				
	10/29/20	Students will have ways of sharing their needs and have a support system in place who they can get in touch with as often as needed.		Megan Chamblee	07/01/2026
	<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
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Effective Practice:		Family Engagement				
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		Current implementation efforts include district, school, and teacher web pages, Instagram and Facebook, Informational Parent Nights (ESL, rising next grades, College Foundation of North Carolina, etc.) Open House, personal contact via email and phone calls, PowerSchool - Parent Portal, Canvas, Twitter, Surveys, student advocate and social worker visits.	Limited Development 05/04/2017			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Parents are actively involved with their child's academic performance and fully aware of what they can do at home to support their student's learning. Pieces of evidence- parent surveys and informal discussions with PTO members and parents.		Brian Hodgin	07/01/2026	
Actions			0 of 4 (0%)			
	7/24/18	Parents will be encouraged at Open House and Schoolwide Instructional Fairs to provide updated phone numbers, email address and mailing addresses for their student so that communication is possible.		Tina Trotter	07/01/2026	
		<i>Notes:</i>				
	7/24/18	Teachers will encourage parents to sign up for Parent Portal to monitor their students' grades and attendance throughout the school year.		Tina Trotter	07/01/2026	
		<i>Notes:</i>				
	7/24/18	The teacher will contact parents regularly using email, phone calls or a text program (e.g. Talking Points) to involve parents in their students' education. Parents will be updated on the students' grades, attendance and remediation/enrichment opportunities available.		Megan Chamblee	07/01/2026	
		<i>Notes:</i>				
	7/24/18	Counselors and CDC will provide informational sessions to inform parents and students about opportunities that are available to support students as they prepare to make plans for after graduation, including community college and university options, military, and apprenticeships available.		Tina Trotter	07/01/2026	
		<i>Notes:</i>				

Implementation:		08/28/2019		
Evidence	8/28/2019			
Experience	8/28/2019			
Sustainability	8/28/2019			



School: Southwestern Randolph High School

School Year: 2022/2023

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	Brian Hodgin		9/19/22
Assistant Principal	Jessica Cutler		9/19/22
Assistant Principal	Matt Smith		9/19/22
Lead Teacher	Megan Chamblee		9/19/22
Career Development Coordinator	Regina Hunt		9/19/22
School Counselor	Tina Trotter		9/19/22
School Counselor	Teresa Burton		9/19/22
English Teacher	Michele Saunders		9/19/22
Math Teacher	Laura Castelloe		9/19/22
Social Studies Teacher	Josh Wood		9/19/22
Science Teacher	Katie McWilliams		9/19/22
CTE / FACS Teacher	Kelly Biggs		9/19/22
PE Teacher	Matt Kiser		9/19/22
Athletic Director	Chris Chapman		9/19/22
JROTC Instructor	Sgt. John Weeks		9/19/22
EC Teacher	Kristin Jones		9/19/22
ESL Teacher	Ursula Goldston		9/19/22
Secretary Treasurer	Karen Kearns		9/19/22
Student Advocate	Kelly Long		9/19/22
Parent	Mark Waisner		9/19/22



NCStar/SIP Mandatory Components

School Name: Southwestern Randolph High 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.

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

Duty-Free Instructional Planning

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

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

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

SWRHS staff meet with SWRMS & UR 6-12 staff to discuss individual student needs.