



Southeastern Randolph Middle School

School Improvement Plan

2022-2023

Comprehensive Progress Report

Mission:

The vision of Southeastern Randolph Middle School is to work in collaboration with community members to determine and teach the necessary skills to all students for the purpose of assisting them in becoming well-rounded and successful citizens.

The mission of Southeastern Randolph Middle School is leading change by building relationships and providing rigorous instruction.

Vision:

Goals:

At the conclusion of the 2022-2023 school year, the End-of-Grade proficiency composite score will increase from 29.9 to 39.9 as measured by the End-of-Grade assessments and End-of-Course exams (10 points) (Indicator A3.01).

All teachers will encourage self-direction by providing student choices in the selection of topics and the application of learning strategies (MTSS). (Indicator A2.12)

During the 2022-2023 school year, the number of students who make 1.0 years of growth in reading and math at each grade level will increase when compared to the 2021-2022 school year (Indicator A3.01).



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2018-2019: Currently, observations and walk through observations are scheduled. The schedule includes time for the opportunity to reflect on practices observed.	Limited Development 09/14/2018		

How it will look when fully met:	<p>Upon implementation of the indicator, all staff will have an individual Professional Development Plan that includes goals selected by the administration (school-wide goals) and an individual goal based on the individual teacher's beginning-of-year self-assessment. Prior to the first observation, the teacher will meet to discuss the plan and select a time for the administration to observe instruction. Upon completion of the observation, the teacher and administration will review the observation and the administrator will provide feedback for improvement.</p>		James Johnson	06/02/2023
Actions		3 of 5 (60%)		
9/14/18	Develop an observation calendar that includes a time for the Professional Development Plan review.	Complete 08/17/2018	James Johnson	08/17/2018
<p><i>Notes:</i> August 2018-Dr. Johnson created an observation calendar based on teacher licensure renewal year. The calendar has been shared with all administrators. Furthermore, a tracking sheet has been created to keep observations on track and fair.</p> <p>September 2018- Administration continues to follow the observation calendar.</p> <p>October 2018-Administration continues to follow the observation calendar.</p> <p>November 2018-Administration continues to follow the observation calendar.</p> <p>December 2018-Administration continues to follow the calendar. Dr. Johnson plans to develop a peer evaluation schedule and have a brief professional development on the peer observation process in January.</p> <p>January 2019-Peer observations were the main focus during the month of January.</p> <p>February 2019-Administration continues to follow the observation calendar.</p>				
9/14/18	Develop a tracking sheet that provides dates and times of post-observation conferences.	Complete 09/14/2018	James Johnson	09/21/2018
<p><i>Notes:</i> October 2018- Tracking sheet was developed and shared among administration. The sheet is coded by completion date.</p>				

	November 2018-The observation tracking sheet has been updated.			
	December 2018-The observation tracking sheet has been updated.			
	January 2019-The observation tracking sheet has been updated.			
	February 2019-The observation tracking sheet has been updated.			
6/3/19	Teachers will receive professional development in using Google tools (G-suite for education) to support classroom instruction.	Complete 03/16/2020	James Johnson	06/30/2020
	<i>Notes:</i> Due to school closure, this professional development was mandatory for all as observations could be conducted virtually. The professional development was provided by Travis Leonard and James Johnson.			
9/14/18	All teachers have the opportunity to visit other classrooms for the purpose of gathering information on design, procedures and instructional strategies.		Kimberly Steele	05/31/2023
	<i>Notes:</i> September 2018-Mrs. Steele has identified target dates for beginning teachers (BT) to visit classroom to observe instructional strategies, behavior management strategies, student grouping strategies and classroom arrangements. October 2018-Beginning Teachers visited classrooms and debriefed with the lead teacher 1 time during the month. November 2018-Beginning Teachers visited classrooms and debriefed with the lead teacher 1 time during the month. December 2018-Beginning Teachers visited the classrooms and debriefed as a group. Dr. Johnson started the schedule for the remainder of the staff. The schedule for the staff will be shared in January 2019 during PLT meetings. January 2019-School system team visited during the month to conduct instructional rounds. February 2019-Goal this month is to create a schedule to create times to visit. March 2019-Schedule was made for limited visits built around peer observations. April 2019-All peer observations were completed and shared.			

		<p>August 2019-A SIT review states we are on target and should continue the work started.</p> <p>March 2020-School was closed for the remainder of the year due to COVID-19.</p> <p>September 2022- Moved target goal to develop a plan (rotation) for new staff.</p>			
	10/4/22	By June of each academic year, the teacher and administrator will review the individual's progress related to the Professional Development Plan.		Shannon Edwards	06/30/2023
Notes:					
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To
Initial Assessment:			All teachers in the school have a classroom management plan that is designed by their grade level or elective area team. All rules are agreed upon by the teams and shared with students during the first week of school. Furthermore, all students are engaged in a school-wide PBIS program that encourages positive behaviors and promotes good citizenship.	Limited Development 08/29/2021	
How it will look when fully met:			All teachers in the school have a classroom management plan that is designed by their grade level or elective area team. All rules are agreed upon by the teams and shared with students during the first week of school. Furthermore, all students are engaged in a school-wide PBIS program that encourages positive behaviors and promotes good citizenship. Students who are selected for PBIS behaviors will be allowed to have social time in the game room during lunch on Friday of each week.		James Johnson 06/30/2023
Actions				1 of 4 (25%)	
	10/4/22	All teachers will introduce and teach behaviors by using the PBIS school-wide matrix.		Complete 09/01/2022	Christina Creason 09/15/2022
Notes:					
	8/29/21	Teachers will select 1 student per class that is allowed to engage with other students from the same grade level in the game room during lunch. The selection will be made based on PBIS behaviors.			Christina Creason 06/30/2023

Notes:					
10/4/22	Behaviors will be reinforced by the use of the school-wide matrix in non-classroom settings (hallways, cafeteria, etc.)			Christina Creason	10/01/2023
Notes:					
9/8/22	The game room will be open and ready for use each year by October 1.			James Johnson	10/01/2023
Notes: The game room includes table top games, ping pong, Wii etc.					
		A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To
Initial Assessment:			Currently, only students involved in the sports, Beta Club, Diamond Painting, and Wildcat Media are members of a group. The staff understands the importance of students belonging to a group such as an athletic team, Wildcat Media, Beta Club, or Diamond Painting. The staff members of Southeastern Randolph Middle School also believe they should sponsor more groups so students will have more opportunities to become a member of a group. Currently, the staff is exploring different opportunities for students and locating staff members to sponsor groups.	No Development 09/20/2020	
How it will look when fully met:			All students will be members of a group. These groups will include the groups that are routine for the school and exist year to year such as Athletic Teams, Beta Club, Diamond Painting, and Wildcat Media. Other activities may become routine as staff could create a club based on interest. Due to the number of Clubs offered, all students could not be a member of theses clubs as space is limited. The development of a house system would allow for members to be a part of a group and have a sense of belonging. The houses would consist of students across grade levels who have their own meetings, pep rallies, celebrations, and awards. Once a student enters the house, they will remain in the house for all years they are enrolled and attend Southeastern Randolph Middle School. Six houses will exist with multiple staff members being members of a house. Each year points will be awarded based on PBIS guidelines for students. The house with the most points will become the house champion.		Christina Creason 06/30/2023
Actions			5 of 7 (71%)		
9/20/20	Design the implementation of the steps for a house system for students. Develop an online reward system for PBIS and the house		Complete 10/14/2020	Christina Creason	11/30/2020

	system.			
<i>Notes:</i> October-The training slides were shared with the team and will be uploaded under A1.09 file.				
9/20/20	Create a presentation to train staff initially and new staff each school year.	Complete 11/11/2020	Christina Creason	11/30/2020
<i>Notes:</i>				
9/20/20	Create a mission statement and purpose statement about why we are implementing the house system and the goal we have in mind.	Complete 11/11/2020	Christina Creason	11/30/2020
<i>Notes:</i> October 2020-The team agreed to modify the first draft prior to sharing with the staff. The date was adjusted to 11/30/2020.				
9/20/20	Develop a student tracking system that shows which group a student is affiliated with.	Complete 06/30/2022	James Johnson	08/30/2022
<i>Notes:</i>				
9/20/20	Make all students aware of extracurricular activities including clubs including providing a club information sheet to all students.	Complete 09/13/2022	Christina Creason	09/30/2022
<i>Notes:</i>				
10/4/22	At the conclusion of the 2022-2023 school year, a vote will be taken to move forward with the House system or choose to remove it from the plan.		Christina Creason	06/01/2023
<i>Notes:</i>				
9/20/20	Select students for the housing assignment beginning in August 2021 with sixth grade. Each year the incoming sixth graders will be selected for their house with previous students remaining in their house.		James Johnson	06/30/2023
<i>Notes:</i> Due to State Corrective Action requiring attention to detail and gathering of information, the housing system has been delayed to the start of August 2021. September 2022-THe team has agreed to revisit housing later due to teaming on the grade levels. This will be discussed at the conclusion of the 2022-2023 school year.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient	Implementation Status	Assigned To	Target Date

			to develop and refine units of instruction and review student learning data.(5092)			
Initial Assessment:			Instructional Teams meet for blocks of time to develop units of instruction and review student learning data. "Data talks" center on academic and behavior achievement. During instructional meetings, teachers provide ideas about what could work to improve the data. Members of the instructional team agree to try new courses of action.	Limited Development 09/16/2019		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Instructional teams will meet once per week to discuss a specific set of data (behavioral, academic or attendance). The discussions during instructional meetings will be centered on developing actions to increase achievement. All actions will be developed with a date to review outcomes of the actions considered. The meetings will continue on a cycle throughout the school year with a focus on academic achievement. Throughout the academic year, students will be identified for referral to the MTSS team for interventions outside the instructional team recommendations.		James Johnson	06/30/2023
Actions				3 of 4 (75%)		
9/16/19		A master schedule will be created to provide blocks of time that add up to 4-6 hour planning blocks per month. Teacher workdays will be reserved for planning and data analysis.		Complete 09/04/2019	James Johnson	08/26/2020
Notes:						
10/2/19		Teams will meet during 1/2 day professional development days for the purpose of collaboration and reflection related to short and long term planning.		Complete 06/30/2021	Kimberly Steele	06/30/2021
Notes:						
10/2/19		Teams will meet prior to the start of the new school year for the purpose of planning the first unit of study for the school year.		Complete 08/20/2021	Kimberly Steele	09/01/2021
Notes:						
9/5/21		Students who meet requirements for remediation will be identified by each grade level at least 1 time per month			Hannah Fulp	06/30/2023
Notes:						
Implementation:				09/16/2019		

Evidence			9/16/2019 Master schedule and PLT schedules provide needed evidence.			
Experience			9/16/2019 9/16/2019-Creating the electives schedule in a manner that provided blocks of planning time was challenging due to having 25% positions.			
Sustainability			9/16/2019 Future administrators would need to follow the current schedule.			
	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:			All classroom teachers meet on a regular basis (once a week) to discuss Common Formative Assessments and/or the current instructional pace. These conversations are centered on current North Carolina essential standards. By meeting weekly and as an instructional team, ensures that all students are taught by teachers focused on the current unit which includes the standards. in addition to classroom teachers, the Lead Teacher and administration attend for the purpose of being informed and sharing expertise.	Limited Development 08/29/2021		
How it will look when fully met:			In addition to all classroom teachers meeting on a regular basis (once a week) to discuss Common Formative Assessments and/or the current instructional pace, teachers will review copied Canvas course to ensure the course is aligned with the current standards. These conversations are centered on current North Carolina essential standards. Meeting weekly and as an instructional team, ensures that all students are taught by teachers focused on the current unit which includes the standards. in addition to classroom teachers, the Lead Teacher and administration attend and engage in the process.		Kimberly Steele	09/30/2023
Actions				0 of 4 (0%)		
	8/29/21	Teachers will review the "copied" Canvas course to ensure the copied course matches current instructional standards.			Kimberly Steele	10/30/2022
Notes:						
	10/4/22	The teacher will place lesson plans (I do, We do, You do) in Canvas in an easy-to-understand format designed for students to follow.			James Johnson	11/30/2022
Notes:						
	10/4/22	The teacher teams will meet to discuss guiding questions centered around what students know, understand, and need to know. The questions will be used to backward design unit plans.			Kimberly Steele	01/30/2024

Notes:						
10/4/22	Teacher teams will develop Common Formative Assessments to gauge student progress toward mastery throughout unit plans.			Kimberly Steele	01/30/2024	
Notes:						
		A2.12	ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies.(5102)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, students are assigned material in the classroom. All students complete the same assignment and all are assessed in the same manner. School leadership has shared the need for student choice which was based on the 2021-2022 FAM-S instrument.	Limited Development 09/08/2022		
How it will look when fully met:			At the conclusion of classroom instruction, students will have choices on how they would like to demonstrate understanding of the concept. Students will have ownership of their learning through their selection of the product used to demonstrate understanding. Students will perform better in class thus improving confidence and their courage to take chances in the classroom. Furthermore, teachers will plan for and post student choices in the classroom.		Shannon Edwards	05/31/2023
Actions				2 of 6 (33%)		
9/8/22	School leadership will remind staff that students should have choices related to demonstrating understanding.		Complete 05/11/2022	James Johnson	05/30/2022	
Notes: During Collaborative Team Time, the principal will remind teachers about student choice.						
9/8/22	School leaders will share the goal of student choices in the classroom.		Complete 08/19/2022	Kimberly Steele	08/20/2022	
Notes: This will be shared during the staff meeting.						
During the opening staff meeting, the staff discussed student choices.						
September 13: At the SIT team meeting, the team discussed the use of student choices in the classroom and agreed to start developing ideas during collaborative team time.						
9/8/22	The lead teacher will share examples and model the use of student choice in the classroom.			Kimberly Steele	12/30/2022	
Notes:						
9/8/22	Teachers will include student assignment choices in their plans. This may include daily or Unit Plans.			James Johnson	12/30/2022	

Notes:						
9/8/22		Teachers will post student choices in the classroom prior to teaching the content for each class.			James Johnson	05/30/2023
Notes:						
9/8/22		During the first staff meeting, the lead teacher will conduct a refresher on student choice.			Kimberly Steele	09/30/2024
Notes:						
		A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date
Initial Assessment:			In some classes, teachers place students in groups and provide time for "turn and talk" or sharing during the class period. Students have limited time to work cooperatively to gain an understanding of the subject material. Often while in groups, students are still expected to complete work independently with no help from classroom peers. Typically, Science classes promote cooperative group work during lab situations.	Limited Development 09/05/2021		
How it will look when fully met:			In all classrooms, students are learning from one another through student-led discussion, leadership, questioning, and peer teaching. Students work in pairs or groups and are involved with reading, writing, listening, and speaking with one another daily. The teacher fosters a classroom environment where risk-taking feels safe with high student engagement in the productive learning struggle while students persevere in completing challenging assignments that require reasoning and problem-solving. Students understand their roles in the classroom and the group throughout the class period.		James Johnson	05/30/2023
Actions				2 of 4 (50%)		
9/5/21		All teachers will have Cooperative Learning in their PDP		Complete 09/13/2021	Shannon Edwards	10/30/2021
Notes:						
9/5/21		Teachers will receive and read articles related to cooperative learning.		Complete 06/06/2022	James Johnson	06/30/2022
Notes:						
9/5/21		Teachers will place students into groups at least 1 time per week.			Kimberly Steele	06/30/2023
Notes:						

9/5/21	Teachers will teach students the different roles and teamwork (questioning, sharing, cooperation, accountability, leadership) in cooperative learning.		Alyson McNamara	10/30/2023
Notes:				

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:		Staff members at Southeastern Randolph Middle school currently assess students on the curriculum using Common Formative Assessments. Teachers gather data from the assessments to establish a course of action for students. Teachers reteach the overall body of work and assess again at a later date.	No Development 09/20/2020		
How it will look when fully met:		Classroom teachers will assign assessments and grade students toward mastery of objectives. Student mastery, based on data from the assigned assessments, will be discussed at PLT meetings. Upon completion of data discussions, students will be placed into remediation/enrichment groups created for the purpose of targeted instruction. The instructional outcomes will be monitored during group meeting times with the allowance for students to move in and out of instructional groupings. Data charts will be created by the grade level and shared across the school.		Kimberly Steele	06/10/2023
Actions			3 of 5 (60%)		
9/20/20	Teachers will analyze data independently and during PLTs to find similar weaknesses and strengths.		Complete 06/01/2021	Kimberly Steele	06/10/2021
Notes:					
9/20/20	Teachers will create appropriate formative assessments per topic/unit.		Complete 06/01/2021	Kimberly Steele	06/10/2021
Notes:					
9/20/20	Teachers will give Formative Assessments a minimum of once per month.		Complete 06/01/2021	Kimberly Steele	06/10/2021
Notes:					
9/20/20	Teachers will document the grades of low performing and enhanced students along with strengths and weaknesses within the topic tested.			Dana Saunders	06/10/2023

Notes:

9/20/20 Teachers will discuss with other teachers during PLTs/MTSS meetings interventions and strategies that will assist low performing students and enhanced students in learning the topic/unit.

Kimberly Steele

06/10/2023

Notes:

A3.05

The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)

Implementation Status

Assigned To

Target Date

Initial Assessment:

The students at Southeastern Randolph Middle School take classroom and state assigned assessments throughout the year. The school staff is aware of assessments but have not agreed on the assessments to focus on for student data. Currently there is no set number of assessments and are given "as needed."

Limited Development
09/20/2020

How it will look when fully met:

Southeastern Randolph Middle School students will complete a minimum of three assessments per year to determine progress toward standards-based objectives in reading and math. After assessments are given, instruction will be modified to further develop student understanding toward mastery. Students will take an annual End of Grade Test assessment in Reading, Math, and 8th grade Science at the end of the school year. These assessments will enable the school to see the mastery of standards-based objectives taught during the school year.

Kimberly Steele

06/30/2023

Actions

5 of 6 (83%)

9/20/20 Students will take diagnostic-prescriptive assessments and data will be used to plan and differentiate units accordingly. These assessments include Passport for Learning (provided by the state), i-Ready diagnostic assessments (provided by i-Ready).

Complete 10/09/2020

James Johnson

11/10/2020

Notes: October: Students will take diagnostic-prescriptive assessments and data will be used to plan and differentiate units accordingly. These assessments include Passport for Learning (provided by the state), i-Ready diagnostic assessments (provided by i-Ready).

Mrs. Steele provided the status of completion dates. She also shared the dates for the upcoming North Carolina Check-ins.

		9/20/20	Students will take three periodic state assessments (Check-Ins) to gauge students' progress toward year-end standards-based assessments and to make adaptations in instruction and to identify students in need of additional assistance. Check-in 1 October - November 2020 Check-in 2 January 2021 Check-in 3 March - April 2021	Complete 04/13/2021	Kimberly Steele	04/30/2021
		<i>Notes:</i>				
		9/20/20	Students will take embedded assessments throughout the school year which will gauge the effectiveness of instruction as well as determine the need for remediation and enrichment. These assessments will inform teachers about how they need to modify or adapt instruction as needed to ensure student understanding. Embedded assessments include i-Ready (mid-year and end of year assessments), unit quizzes, unit post-tests, and various formative assessments.	Complete 06/01/2021	Shannon Edwards	06/01/2021
		<i>Notes:</i>				
		9/20/20	Students will take unit pre-tests (created or determined by teacher PLTs) data will be used to plan and differentiate units accordingly.	Complete 06/01/2021	Shannon Edwards	06/01/2021
		<i>Notes:</i>				
		9/20/20	Assessments are adapted to the particular needs of individual students. Alternate methods of assessment are given to students according to their IEP, EL Plan, or 504 Plan, to allow demonstration and understanding of standards-based objectives.	Complete 05/31/2022	James Johnson	06/01/2022
		<i>Notes:</i> The adapted assessments will occur during each assessment given to students.				
		9/20/20	PLTs and individual teachers will review assessment results to make necessary adjustments in instruction.		Kimberly Steele	06/01/2023
		<i>Notes:</i> Teams will meet weekly although assessment data will not be discussed weekly as assessments are not given weekly.				
		A3.07	Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Teachers currently use data to group students and remediate or enrich based on group placements. Data is used for class placements at the conclusion of each school year. Students are not a part of this conversation with the exception of AVID. Students complete assessments and classwork. Conversations with students on the impact of their performance are rarely conducted. Furthermore, future implications are not shared regularly or universally.	Limited Development 09/08/2022		
How it will look when fully met:	Teachers will utilize data beyond the scope of "did not/met grade level" data to determine remediation and enrichment group opportunities. The student performance data from these groupings will be tracked and discussed to monitor and adjust the instruction. The discussion will shift from the student did not perform to the instruction was or was not impactful. Based on student data, the instructional approach will be adjusted and promote a new way to approach the material.		Alyson McNamara	06/30/2023
Actions		0 of 7 (0%)		
9/15/22	Student achievement data on End of Grade testing will be shared.		James Johnson	10/15/2022
Notes:				
9/15/22	All non-core teachers will be assigned a remediation group and a general subject.		Kimberly Steele	09/15/2023
Notes:				
9/15/22	All core and non-core teachers will collaborate for the purpose of remediation/enrichment group topics.		Hannah Fulp	09/15/2023
Notes:				
9/15/22	A diagnostic will be administered within the first three weeks of school.		Kimberly Steele	09/15/2023
Notes:				
9/15/22	Diagnostic results will be collected and discussed within one week of the completion of the diagnostic assessment.		Shannon Edwards	09/30/2023
Notes:				
9/15/22	Student groups will be designed for the purpose of remediation/enrichment. Teachers will create groups during collaborative team time.		Hannah Fulp	09/30/2023
Notes:				

9/15/22			All students will attend a remediation/enrichment group based on their diagnostic assessment performance and classroom assessment performance.		James Johnson	10/30/2024
Notes:						
		A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Students are given support for each academic area during remediation and enrichment. Students attend extra time in each core class to catch up on missing work, receive individual attention and for independent study. Currently the progress is not assess during the remediation block.	Limited Development 09/20/2020		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
How it will look when fully met:			Students will be placed into academic groupings for enrichment and remediation based on performance in the classroom. Groupings will be monitored to determine the effectiveness of the instruction during enrichment and remediation time (Cat Connections). If progress is made by the student (2 consecutive positive monitoring data points) during the remediation/enrichment block a student would move to a different grouping to work on a new set of skills.	Objective Met 08/10/21	Rachael Fry	05/31/2021
Actions						
9/20/20			Students are placed into groups based on class performance on assessments.	Complete 03/10/2021	Rachael Fry	01/31/2021
Notes:						
9/20/20			Students will receive instructions that match their needs in a similar group need setting.	Complete 03/10/2021	Rachael Fry	01/31/2021
Notes:						
9/20/20			After one week of remediation, students will take a progress monitoring check for reading groups and math groups utilizing EASY CBM and/or i-Ready.	Complete 03/10/2021	Rachael Fry	03/30/2021
Notes: Students that are receiving math instruction as a higher need will utilize I-Ready for progress monitoring.						
March 2021-Action plan adjusted to reflect 1 time per week.						

9/20/20	Students will remain in the groups or be moved to a new group after two consecutive positive growth monitors.	Complete 05/11/2021	Rachael Fry	05/30/2021
<i>Notes:</i> March-date adjusted from 3/30/2021 to 5/30/2021 for the purpose of gaining data after moving. The date will be used to determine the level of success for students who scored high enough to be moved.				
Implementation:		08/10/2021		
Evidence	8/10/2021 All evidence can be found in the correct folder.			
Experience	8/10/2021 The team developed a system to identify students who have academic needs and those who would benefit from extension activities.			
Sustainability	8/10/2021 The teams should follow the current universal remediation time and utilize the data tracking system that has been developed.			

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
Initial Assessment:			<p>2016-2017: The current level of implementation is limited. Although some teachers use data to differentiate for student needs, few know how to differentiate and tier instruction. Our need to address this indicator stems from various data points such as quantiles. More than 58% of our students are not proficient in reading and math. Achieve 3000 and EOG lexiles from 2015-16 indicate that students who are not proficient range in reading grade equivalent levels from second to fourth grades. Think Through Math and quantiles reflect our needs in Math. These data tell us that there are students on varied levels that require multiple instructional approaches within the same classroom. Because of this great need, we are contacting those who may be able to come to our school to hold professional development on the topic of tiered instructional strategies.</p> <p>2017-2018: Teachers are currently using the DuFour questions to drive Professional Learning Team discussions and implement differentiated tasks based on common assessment data to meet student needs.</p>	Limited Development 09/12/2016	

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	2016-2017: Through the training of others, we will learn strategies for implementation of tiered instruction. Teachers will begin to differentiate lessons to meet the needs of students. Evidence: Weekly PLT documentation, Unit Plans, Lesson Plans, support staff walk-through data, and administration walk-through data			Kimberly Steele	05/31/2023
Actions			21 of 23 (91%)		
9/13/16	Various team members will research and reach out to those who are proficient in the instruction of tiered instruction.		Complete 10/11/2016	Laura Simpson	10/11/2016
	<p><i>Notes:</i> Laura Simpson is contacting Central Services to ask Cat Berry about recommendations for trainers and she is reaching out to Carol Tomlinson.</p> <p>Kim Steele is reaching out to Max Thompson, Linda Robinson, and Piedmont Triad Education Consortium sessions.</p> <p>Kim Steele met with Jennifer Smith to inquire about tiered instruction and differentiation Professional Development. Jennifer Smith agreed to provide training for the staff at Southeastern Randolph Middle but needs to confirm dates and details of content with Gail Powers.</p>				
12/6/17	We will form a team comprised of administrators, lead teacher, nurse, student advocate, school social worker, instructional support staff, EC facilitator when needed, and others in our district who may be called. This team will be known as "Cat Eyes." The teams' main function is to support teachers and students by concisely discussing individual students with the instructional team, and making a plan of action in order to support various aspects of the student's needs.		Complete 11/04/2016	Shannon Edwards	11/04/2016
	<i>Notes:</i>				
12/6/17	Cat Eyes Teacher Communication: Laura Hall Watson created a form that the teachers can use on Google Forms in order to communicate with the team about the students to be supported by the team.		Complete 11/04/2016	Shannon Edwards	11/04/2016
	<i>Notes:</i>				
1/11/17	New Walk-through instrument		Complete 01/12/2017	James Johnson	01/13/2017
	<i>Notes:</i> Gail Powers will introduce a walk-through instrument that puts administration and others on the "same page" regarding how unit plans				

	are to be assessed in action. The school wants to see how the unit plans are being carried out in order to make the needed changes to make them more effective over time.			
11/4/16	Jennifer Smith is coming from Central Services to conduct a workshop about tiered and differentiated instruction.	Complete 01/23/2017	Jennifer Smith	01/24/2017
	<i>Notes:</i> Gail Powers, our principal, and Kim Steele, our lead teacher, will coordinate with Jennifer Smith in order to share information about our school. This information will guide Jennifer Smith in tailoring her instruction to fit our specific needs.			
4/19/17	Tiered instruction and Professional Learning Team professional development	Complete 01/23/2017	Kimberly Steele	01/24/2017
	<i>Notes:</i> Kim Steele and Jennifer Smith conducted professional development on January 24th, 2017. Kim Steele led the morning training about effective Professional Learning Teams (PLTs). Jennifer Smith led the afternoon professional development about how to integrate tiered instructional strategies into planning during PLTs and in classroom instruction.			
1/5/17	Second semester benchmark data review	Complete 03/01/2017	James Johnson	02/10/2017
	<i>Notes:</i> After our benchmarks at the end of January, Gail Powers, Kim Steele, and Stacy Long will review the data from benchmarks in order to assist teachers. The Leadership Team would like teachers to have support in creating evidence-based plans. As we review the data, we will be in a better position to gather materials, aid in sifting through and using data appropriately, and be more involved with planning processes.			
12/6/17	We are creating a data collection document for Cat Eyes.	Complete 02/17/2017	Stacy Long	02/17/2017
	<i>Notes:</i> In conjunction with MTSS efforts, Stacy Long will be creating a form that allows teachers to chart the impact of Level 1 strategies that are used in Cat Eyes as well as other Level 1 strategies that they employ. In this way, we will be able to gauge the effectiveness of how we, as a staff, are using Cat Eyes.			
12/4/17	MTSS coach will meet with Laurie Sypole to be trained.	Complete 10/30/2017	Shannon Edwards	11/01/2017
	<i>Notes:</i>			
11/28/17	Teachers will participate in Rigor Relevance PD on November 2nd with Jennifer Smith.	Complete 11/02/2017	James Johnson	11/09/2017
	<i>Notes:</i>			
11/28/17	Jennifer Curtis, from the RTI organization in Raleigh, visited on the week of November the sixth to assess our school for ways that we	Complete 11/28/2017	James Johnson	12/01/2017

	could serve our students more successfully in Mathematics instruction. She is observing and meeting with administration.			
<i>Notes:</i>				
9/11/18	MTSS will develop a data tracking system to be utilized to monitor the effectiveness of classroom interventions.	Complete 11/30/2018	Stacy Long	01/30/2018
<i>Notes:</i> November 2018- Several data tracking forms were shared during the MTSS meeting. The team has the opportunity to review data tracking systems and provide feedback on preferred systems.				
1/4/17	The leadership team will provide extended learning opportunities for teachers after our tiered instruction professional development.	Complete 05/01/2018	James Johnson	05/25/2018
<i>Notes:</i> Administration, the lead teacher, and the literacy teacher will provide follow-up support to the staff after the tiered instruction professional development with Jennifer Smith. Various members of the team will be responsible for benchmark data review, more professional learning opportunities for specific parts of teachers' plans, and providing guidance as the teachers continue forming units while practicing tiered strategies.				
3/16/17	Literacy Support Personnel will complete teacher walk-through visits using a modified version of the administrative walk-through tool, adding comments and making suggestions about next steps for tiered instruction. These walk-throughs will also open the lines of communication for potential professional development opportunities for the next school year.	Complete 05/01/2018	James Johnson	05/31/2018
<i>Notes:</i> Literacy Support Personnel and Administrators will compare walk-through data in Leadership meetings and use the data to reach a consensus about needed professional development for tiered instruction. Information gathered in Leadership meetings about walk-through outcomes will be shared in the May School Improvement Team meeting to make preparations for the summer, 2017 retreat.				
11/28/17	The "Thinking and Action Continuum" have been added to the walk-through documents to assess rigor and relevance.	Complete 11/01/2017	Shannon Edwards	05/31/2018
<i>Notes:</i>				
10/5/17	Weekly PLTs will document tiered strategies based on data.	Complete 05/31/2018	Stacy Long	05/31/2018
<i>Notes:</i>				

12/4/17	Cat Eyes will meet monthly to provide additional tier 1 strategies for teachers.	Complete 05/04/2018	James Johnson	05/31/2018
<i>Notes:</i>				
9/11/18	Remove Cat Eyes and shift the focus to MTSS.	Complete 09/11/2018	Stacy Long	09/30/2018
<i>Notes:</i> September 2018-Cat Eyes had been removed and a renewed focus on MTSS is being shared throughout the year.				
9/16/19	The principal will create a Tier I instruction master list for all students.	Complete 10/01/2019	James Johnson	10/01/2019
<i>Notes:</i>				
9/4/19	MTSS training will be provided in September. The team will be new and will include representation from various areas. Guidelines will be developed and shared with staff creating a system for monitoring that is easier than in the past.	Complete 10/01/2019	Christina Creason	10/20/2019
<i>Notes:</i> September-The MTSS team has been created and the guidelines have been written. The team will share with the staff on September 9, 2019.				
9/11/18	MTSS will meet monthly to develop a list of strategies that assist in classroom differentiation.	Complete 05/28/2021	Dr. Donna Coco	05/30/2021
<i>Notes:</i> September 2018-Meeting dates have been set for the year. October 2018-Meeting was held as scheduled. November 2018-Meeting was held as scheduled. January 2019-Meeting was held as scheduled. February 2019-Mrs. Hiatt became chair of the committee. March 2019-Self Assessment administered. December 2018- MTSS meeting was not held as the MTSS self-assessment was shared and will conduct separately per request of Dr. Johnson. The scores will be averaged and shared at the January MTSS meeting. January 2019-MTSS self-assessment was administered by select members of the team. February 2019-Mrs. Hiatt will serve as the new chair for PBIS. She is working with UNCG on coaching models.				

			September 2019-MTSS team planned PD for the school and created an MTSS notebook.			
	9/23/19	Utilize i-Ready to individualize instruction and/ or front load based on student-recommended pathways.			Kimberly Steele	05/30/2023
			<i>Notes:</i> Due to school closure, the goal was moved to 2021.			
	8/29/21	Create a system that tracks student progress over a three-year period that will provide data on the effectiveness of Cat Connections.			James Johnson	06/30/2023
			<i>Notes:</i>			
Implementation:				09/11/2018		
Evidence			9/11/2018 Evidence has been attached.			
Experience			9/11/2018 Teachers have an understanding on the need to differentiate instruction in the classroom. Teachers are asking questions about what to do when students do not understand the concept.			
Sustainability			9/11/2018 Administration and district instructional rounds should continue as this provides a big picture of instruction in the school.			
	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:			Teachers have a general understanding related of the importance of social skills such as handling one's emotions, making friends, generally getting along with others, and sharing one's emotional feelings.	No Development 10/04/2022		
How it will look when fully met:			Teachers will have the skill set necessary to teach on a regular, formal, and informal basis how students can interact with one another. Teachers will utilize the time in class and outside of class to coach students through their reactions to situations. School counselors will share strategies that allow students to better understand their options when faced with uncomfortable situations. Through cooperative and paired learning, students will have the opportunities to react and teachers will model conflict resolution. The culture of the school will be friendship and family-orientated.		Christina Creason	06/30/2025
Actions				1 of 6 (17%)		
	10/4/22	Teachers will organize classrooms that emphasize social interaction.		Complete 09/02/2022	Kimberly Steele	09/20/2022

Notes:						
10/4/22	Teachers will teach the expectations for interactions and behaviors through the use of the PBIS matrix.			Christina Creason	10/30/2022	
Notes:						
10/4/22	Teachers will share during grade level meetings data related to student social interaction weaknesses			Shannon Edwards	03/30/2023	
Notes:						
10/4/22	Counselors will provide strategies to address student social interaction weaknesses.			Shannon Edwards	05/30/2023	
Notes:						
10/4/22	Counselors will create and share a list of known coping strategies.			Christina Creason	06/30/2023	
Notes:						
10/4/22	Complete all required school district training focused on identified students with high-risk behaviors.			Christina Creason	09/15/2024	
Notes:						
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2017-2018: Southeastern Randolph Middle does not have an explicitly stated transition plan for incoming 6th-grade students. However, we do have certain pieces in place: 5th grade tours, classroom guidance, transition nights, curriculum fair, summer enrichment camps that include incoming 6th grade, elective teachers present to feeder schools about the programs offered at Southeastern Randolph, and Ramseur Elementary School invites our administration to the school to present to their 5th grade students and parents. Southeastern Randolph Middle also helps to transition our 8th grade students. We do this by taking students to Eastern Randolph High School to tour the facility. Our counselors help the students by developing 4 year plans, classroom guidance, and a new program called Achievement and Leadership via Principal Squad (ALPS) (tutoring, college field trips, organizational strategies, leadership goals, and reflection), and CFNC.org instruction for all 8th-grade students. All EC teachers are an integral part of Exceptional Students' transitions. They meet with the feeder schools and write and amend transition plans. The principals travel to the elementary feeders and to the high school.	No Development 09/19/2017		

	2018-2019: School staff will meet with feeder school staff to share ideas, teaching techniques and curriculum connections. During the meetings, school staff will begin to plan a transition day for current fifth grade students.			
How it will look when fully met:	When fully met, our school will have a definitive plan for rising 6th grade and out-going 8th grade students. Rising 6th grade students will receive support throughout the year in dealing with logistical, social, and emotional issues that are unique to Southeastern Middle. Rising ninth grade students will receive support in planning for the change in scheduling and registration.		Shannon Edwards	05/31/2023
Actions		4 of 7 (57%)		
3/14/18	Southeastern Randolph is planning a Summer Enrichment camp for eight days (two sessions of four days). Mrs. Hiatt is planning to present this to the staff, and give them opportunity to apply for employment.	Complete 03/13/2018	Kimberly Steele	03/15/2018
<i>Notes:</i> Refer to the uploaded presentation under A4.16.				
10/5/17	Eighth Grade Four Year Plans will be done electronically to be shared with the high school.	Complete 03/16/2018	Kimberly Steele	04/30/2018
<i>Notes:</i> Mrs. Creason will also assist with this process.				
9/11/18	The principal will visit fifth grade classrooms to gain an understanding of class set up and curriculum.	Complete 09/20/2018	James Johnson	10/01/2018
<i>Notes:</i>				
9/11/18	Plan a sixth grade transition day or days for current 5th graders (2018-2019).	Complete 03/29/2019	James Johnson	12/21/2019
<i>Notes:</i> November 2018- The cultural shift team begin planning academic nights which will possibly include 5th graders. January 2019-The athletic department hosted community night in which 2 of 3 feeder schools participated in. February 2019-All dates are set for all elementary schools and for 8th grade to visit the high school.				
8/29/21	The current grade level will assist in the development of student class assignments for the following year. This will include the placement of students to give them the best possible chance for success.		Kimberly Steele	06/30/2023
<i>Notes:</i>				
9/11/18	Staff from both schools will share ideas (teaching and learning) that will assist in the teaching of the 6th-grade curriculum.		Kimberly Steele	09/30/2023

Notes: November 2018-Administration from elementary and middle school met to discuss the possibility of vertical visits. All agreed this could be done in the future.

December 2018-Administration agreed to share calendars and finalize vertical visit dates.

January 2019-Administration from 1 of 3 feeder schools provided fifth-grade schedules to better assist with visiting the school

February-Target date changed allowing summertime to pick dates and budget for substitute coverage.

March-Due to school closure, staff members from all schools did not have the opportunity to meet during the 2019-2020 school year.

9/16/19 Teachers from Southeastern Randolph Middle School will visit Ramseur Elementary to observe the new math curriculum resources.

Kimberly Steele

09/30/2023

Notes: March 2021-Covid restrictions limited school-to-school visits. The team agreed this should happen and will move the completion date to the following year.

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The LEA has an LEA Support & Improvement Team that meets on a regular basis.	Full Implementation 10/07/2022		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			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 the implementation of effective practices. The team reflects on adjust efforts as established in the School Improvement Plan. The team is approved by school staff	Full Implementation 10/07/2022		

			through a school-wide and has a representation of all areas including parents.			
		B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, the leadership team meets to discuss the indicators in the School Improvement Plan. The team along with the school have a common goal of removing the label of "low performing." Other goals are known by the School Improvement Team such as increasing awareness of MTSS, providing common remediation times, and understanding classroom data. However, the steps to meet the goals are not discussed on a regular basis.	No Development 09/05/2021		
<i>How it will look when fully met:</i>			Grade level teachers will modify CAT Connection groups based on IReady achievement data, Easy CBM Data, and weekly classroom assessments in ELA and Math classes. Teachers will use this data in classrooms to reteach materials and to assess student learning to prepare future materials. The data will be shared with the School Improvement Team to determine progress toward the School Improvement Plan goals. Staff will implement Students Success Strategies School-Wide to lower the number of students in Tier 2 and 3 of MTSS. Work will be posted on canvas for each class to allow students to continue to succeed even when they are absent. The School Improvement Team will discuss student achievement progress continually throughout the year. Grade levels will share adjustments to remediation groups based on the data with the School Improvement Team.		Rachael Fry	06/30/2023
Actions				4 of 6 (67%)		
	9/5/21	Teachers will utilize yearly data along with classroom data to create remediation groups.		Complete 09/09/2021	Dana Saunders	11/01/2021
<i>Notes:</i>						
	9/5/21	The Principal will share the previous year's test data with the team.		Complete 11/01/2021	James Johnson	11/15/2021
<i>Notes:</i>						
	9/5/21	All members of the School Improvement Team will share the data with their respective groups.		Complete 11/01/2021	Kimberly Steele	11/30/2021

Notes:						
9/5/21	Attendance data will be shared with the School Improvement Team Monthly. Targeted students will be contacted by their respective grade levels.		Complete 06/01/2022	Shannon Edwards	06/01/2022	
Notes:						
9/5/21	Yearly goals will be set within 1 month of receiving test data.			James Johnson	10/30/2022	
Notes:						
9/5/21	Teachers will track data during Cat Connections to progress monitor student achievement. The data will be shared with the School Improvement Team Monthly.			Rachael Fry	03/02/2023	
Notes:						
		B1.07	The school’s Leadership Team/ Health Council regularly reviews data which reflect the school’s health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, school administration shares safety protocols such as fire, tornado, earthquake, and lock down drills with staff and students. The drills are conducted in line with district guidelines and state laws. All discipline records are fully accessible by all staff members but the data is rarely evaluated by the School Improvement Team for root causes. Attendance data is shared yearly with the purpose of identifying at-risk students.	Limited Development 09/05/2021		
How it will look when fully met:			During School Improvement Team meetings, the assigned staff member will share their area of data. After discussing the data, decisions will be made to continue current procedures or adjust the procedures due to disappointing data. Once the procedures for gathering and sharing data have become routine, data sharing would occur at strategic times. These times will be determined based on established-up/down trends from the previous year's data. Staff members will know student data in all areas and could openly discuss the data and trends from previous years.		Shannon Edwards	06/30/2023
Actions				2 of 6 (33%)		
9/5/21	Discipline data will be shared and discussed		Complete 10/12/2021	Shannon Edwards	03/20/2022	
Notes:						
9/5/21	Attendance data will be shared and discussed.		Complete 05/17/2022	Christina Creason	05/30/2022	

<i>Notes:</i>				
9/5/21	Student breakfast lunch counts will be shared and discussed.		Jamilyn Taylor	10/30/2022
<i>Notes:</i>				
9/5/21	Student safety data will be shared and discussed.		James Johnson	10/30/2022
<i>Notes:</i>				
9/5/21	All data from the current school year at the same time will be compared to the previous school year at the same time.		James Johnson	06/30/2023
<i>Notes:</i>				
10/4/22	Based on student data, action plans will be made if the data trends in an unfavorable direction.		James Johnson	12/30/2023
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teams are in place and have structures that include a time to meet, agenda templates, and expectations. large chunks of time are not present during the school year to assist in long-term planning and setting directions. The School Improvement Team, Instructional teams, and the student services team are presently active and have a clear direction.	No Development 10/04/2022		
<i>How it will look when fully met:</i>			<p>The three focus teams will have in place the following:</p> <ol style="list-style-type: none"> 1. A written purpose and norms for the team's operations. 2. A year-long work plan with specific products for the School Improvement Team to share with grade/specialty areas. 3. Prepare agendas, and minutes and save them in Google Drive. 4. Meet a minimum of 2 times per month (School Improvement Team and Student Services) or 4 times per month grade levels. 5. Timely access to information and including student data. 		James Johnson	05/31/2024

Actions		0 of 5 (0%)		
10/4/22	Each team will create a Google Drive Folder which will contain norms, agenda and minutes.		James Johnson	10/30/2022
Notes:				
10/4/22	Each team will write group norms.		James Johnson	12/30/2022
Notes:				
10/4/22	Create a year-long meeting schedule that includes the minimum time requirements.		James Johnson	08/15/2023
Notes:				
10/4/22	Create a list of data needed throughout the school year. members of the team will determine when the data is needed and who will be responsible for collecting and sharing it.		James Johnson	10/15/2023
Notes:				
10/4/22	Develop a year-long focus plan.		Kimberly Steele	10/10/2024
Notes:				

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:			The principal follows all state and LEA timelines and procedures for the evaluation and feedback of teachers based on the teacher's licensure cycle. The principal shares walkthrough instructional trend data with grade levels. Furthermore, the principal spends a minimum of 2 hours per day in classrooms and provides collaborative team feedback.	Full Implementation 10/04/2022		

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:	<p>2016-2017: Teachers participate in quarterly data review meetings. Teachers also create intervention plans to address the needs of students who are not proficient.</p> <p>2017-2018: An outside agency has been contracted to meet with our School Improvement Team (SIT). Dr. Curtis is teaching us new ways to focus on and use the data that we have available.</p> <p>2019-2020: The school system moved to "Open Up Resources."</p> <p>During the 2020 school year, the school was closed due to COVID-19, therefore the staff did not have the opportunity to implement Open Up Resources for a full year.</p>	Limited Development 09/13/2016		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The administration and the School improvement team will utilize all available data to determine areas of need and reasons for celebrations. Professional development will be planned based on the performance data and delivered to meet the needs of teachers. The school will consider three levels of data</p> <ol style="list-style-type: none"> 1. School-wide: The areas needed to improve 2. Classroom: Focus on the individual's teachers strengths and needs 3. Student: Individual student instructional needs 		Shannon Edwards	10/30/2022
Actions		7 of 9 (78%)		
10/5/17	Mrs. Powers scheduled one on one meetings with Math and English teachers during the first semester to discuss data.	Complete 12/20/2017	James Johnson	12/20/2017
Notes:				
11/8/17	Mrs. Powers will meet with grade levels to discuss data from the state's standardized testing data system called EVAAS and the district's data system called DataMart.	Complete 01/25/2018	James Johnson	01/31/2018
Notes:				
3/6/18	Mrs. Powers will give the School Improvement Team updates from the second set of instructional rounds. This is a time when instructional leaders from the central office come to assess the state of instruction at Southeastern Randolph Middle School.	Complete 03/06/2018	James Johnson	03/06/2018

<i>Notes:</i>				
10/5/17	Teachers will use the data review analysis form to drive discussions with one another and administration.	Complete 05/31/2018	Shannon Edwards	05/31/2018
<i>Notes:</i> All administrators participate in this process.				
10/5/17	Teachers meet bimonthly to discuss and compare data from common assessments as set forth by DuFour.	Complete 04/30/2018	Stacy Long	05/31/2018
<i>Notes:</i> Kim Steele participates in this also.				
9/23/19	Teachers will use the End of Grade (EOG) and End of Course (EOC) test data to drive discussions with one another and administration to determine standards of focus for the next academic year.	Complete 11/30/2021	Kimberly Steele	09/30/2021
<i>Notes:</i>				
8/29/21	The principal and assistant principal will compare instructional observation data to determine the areas of professional development need.	Complete 06/09/2022	Shannon Edwards	06/30/2022
<i>Notes:</i> Based on the Randolph County School System goal of Professional Learning Communities, all staff will receive professional development provided by the school system. June 2022: The administration team met to discuss common observations throughout the school year. One area of focus for the following school year will be student assignment completion.				
10/4/22	The administration will review the first round of observational data to determine professional coaching needs and provide the coaching during grade level planning and during individual conferences.		James Johnson	10/30/2023
<i>Notes:</i>				
11/9/21	The team will utilize data review sheets to guide discussion on progress and adjustments needed.		Rachael Fry	11/30/2023
<i>Notes:</i>				
Implementation:		10/08/2018		
Evidence	9/14/2018 9/14/2018: Evidence is attached.			
Experience	9/14/2018 9/14/2018: Staff knew how to get the data in the beginning but needed coaching on what to do with the data.			
Sustainability	9/14/2018 9/14/2018: Staff will need to continue to refine data usage to drive instruction, specifically during Cat Connections.			

		C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, PDPs are developed.	Limited Development 09/16/2019		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			ALL professional development plans will be developed based on self-assessments and student/teacher data.	Objective Met 08/10/21	James Johnson	06/30/2021
Actions						
	9/16/19		All Professional Development Plans will be based on self-assessment and achievement data.	Complete 09/26/2019	James Johnson	10/15/2019
Notes:						
	10/2/19		All teachers will have a goal related to the implementation of MTSS.	Complete 05/21/2021	James Johnson	05/30/2021
Notes:			March 2019: School was closed due to COVID 19, thus the school will focus on the MTSS process for the 2020-2021 school year.			
Implementation:				08/10/2021		
Evidence			8/10/2021			
Experience			8/10/2021			
Sustainability			8/10/2021 Continue to utilize self-assessments and data to guide Professional Development Plans. All staff should know the goals of the state and district and should be a secondary priority to individual focus.			

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:			The LEA has established procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	Full Implementation 10/04/2022		

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2016-2017: The level of implementation is limited at this time. However, we are forming a plan to address this indicator fully. Teachers were required to send parents a syllabus outlining the curriculum. We also use Peachjar, a communication tool, on our web page that lets parents know about important events happening at our school. Our counselors are creating a quarterly newsletter, and will also be available on grade level nights. Each grade level will host a parent night close to report card distribution. Our principal will utilize the School Messenger System, an automated phone system, to communicate with parents as needed.	Limited Development 09/12/2016		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			2016-2017: "Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved. " 2019-2020: When fully implemented, Southeastern Randolph Middle School staff will hold an Open House event, a Curriculum Night and a Report Card Night. The school will communicate events through a daily newsletter, Facebook and Instagram at least one time per week. Parents will have the opportunity to provide feedback on the effectiveness at least once per year.		James Johnson	10/30/2023
Actions				7 of 10 (70%)		
	10/5/17	The parent portal will be used as a communication tool. Training is required for teachers and parents.		Complete 01/09/2018	Stacy Long	01/10/2018
Notes: Kim Steele and Laura Watson will participate.						
	11/28/17	Parent Portal participation drive: Watson will work with a team to create several opportunities for parents to sign up to be on the HomeBase Parent Portal in order to be more connected to academics.		Complete 04/30/2018	Laura Watson	03/20/2018

<i>Notes:</i>				
10/8/18	The Cultural Shift Team will meet monthly to plan events that will engage students and/or parents. Each meeting will include a marketing design for the event.	Complete 05/01/2018	Wes Adams	05/31/2018
<i>Notes:</i>				
10/5/17	Host parent nights that focus on academics and tools that parents can use to help their child with remediation and homework.	Complete 04/30/2018	Laura Watson	05/31/2018
<i>Notes:</i> All teachers and administrators will participate in this.				
10/8/18	Create a Twitter account and "tweet" a minimum of 2 positive tweets per week. One post will be student related and one post staff related.	Complete 05/31/2019	James Johnson	05/31/2019
<i>Notes:</i> August 2018-Twitter account created and promoted throughout the school. September 2018- Local schools followed by Southeastern Randolph Middle School Twitter account to gain insight into what other schools are promoting. October 2018-Twitter account is linked to school website so those who do not have twitter account can see updates via the internet. November 2018- Twitter account is monitored for top interactions and views. At this point 6 tweets had 1,000+ impressions. The top tweet had an impression number of 1,568. December 2018-Monitoring showed 12 tweets with 1,000+ impressions. Three tweets had 1,500+ impressions. Two tweets had 2,000+ impressions. The highest interaction tweet has an impressions number of 3,471 interactions. January 2019-A Tweet Board has been established in the cafeteria to highlight tweets. February 2019-Twitter focus is shared with after school and during school events. March 2019-Twitter focus is shared with after school and during school events.				
10/8/18	Southeastern Randolph Middle School Staff will submit a minimum of 1 positive news story per month to the district public information officer.	Complete 05/31/2019	James Johnson	05/31/2019

Notes: September 2018-The news story shared was related to extra-curricular opportunities.

October 2018-The news story shared was the Junior Beta Club inductions.

November 2018-The news story shared was the Star3 student and "Outstanding Employee."

December 2018- The news stories shared were the Holiday Bazaar and the Holiday concert.

January 2019-A sixth grade class is writing an author who was originally an illegal immigrant but obtained his United States citizenship. The author agreed to answer student questions.

February 2019-Awards day was shared.

March 2019- The school hosted Lunch with Leaders which was highlighted in the local newspaper.

April 2019- The Innovation Station visited Southeastern Randolph Middle School focusing on STEM opportunities.

9/4/19 Southeastern Randolph Middle School will add a Facebook page and an Instagram account to reach a larger audience.

Complete 09/09/2019

Christina Creason

10/20/2019

Notes: September- Both accounts have been added and will be monitored over the next month.

10/4/22 Parent feedback will be shared with the team and adjustments will be made based on the feedback.

Jessica Canoy

12/30/2022

Notes:

10/2/19 A feedback form will be created for staff and parents to evaluate the use of Facebook and Instagram.

Christina Creason

03/01/2023

Notes: The original date for completion was 3/20/2020. However, due to the sudden rise of Covid-19 and school closure a few days prior to sharing the feedback form for team approval the date for completion was moved to 3/20/2021. The team hopes to administer the survey in the fall. However, with the uncertainty of school openings a fall date is not approved by the team at this time. Due to Cognia surveys being shared during November, the team decided to move the school survey to January.

	March 2021-The team decided to keep this as a bi-annual survey.			
10/4/22	A parent group will be developed for the purpose of evaluating the school website and its informational quality.		Travis Leonard	10/30/2023
Notes:				
Implementation:		09/16/2019		
Evidence	9/16/2019 Evidence is provided in the parent communication folder			
Experience	9/16/2019			
Sustainability	9/16/2019			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:		September 2022- Southeastern Randolph Middle School has a weekly newsletter, Social Media, School Messenger, and a school website that is used for communication. There is no review team or communication team that approves communication to the community.	Limited Development 09/08/2022		
How it will look when fully met:		At Southeastern Randolph Middle School communication will be accurate, informative, and timely. Using parent feedback, the School Improvement Team will develop a communication plan that includes a template for the school newsletter, regular and scheduled social media posts, and information included in school messenger calls. Annually, communication will be reviewed by members of the team to determine the most effective forms of communication.		Jessica Canoy	06/30/2024
Actions			0 of 5 (0%)		
9/8/22	Assess samples of current communication (newsletter)			Jessica Canoy	10/30/2022
Notes:					
9/8/22	Assess current samples of social media			Jessica Canoy	10/30/2022
Notes:					

9/8/22	Receive parent feedback on samples of the newsletter.		Jessica Canoy	10/30/2022
<i>Notes:</i>				
9/8/22	Develop a communication plan based on school improvement team assessments and parent feedback.		Jessica Canoy	01/30/2023
<i>Notes:</i>				
9/8/22	School Improvement Team will review the school website for accuracy and inclusion of information.		Jessica Canoy	05/30/2024
<i>Notes:</i>				



NCStar/SIP Mandatory Components

School Name: Southeastern Randolph Middle School

School Year: 2022-2023

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.

Southeastern Randolph Middle School is requesting a waiver from state-required ongoing operational activity or providing a daily duty-free lunch for teachers. Duty-free is provided 20% of the time for teachers. The waiver is requested to ensure the safe keeping of students, particularly as large groups gather in the cafeteria area during lunch.

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.

Seven hours of instructional planning is allotted in the master schedule for teachers at Southeastern Randolph Middle School. The master schedule makes provisions for weekly grade level and weekly professional learning team meetings. As a result teachers receive, on average, a minimum of five hours duty-free instructional planning per week. G.S. 115C-301.1; G.S. 115C-105.26; G.S. 115C-105.27

Transition Plan for At-Risk Students

X Elementary to Middle School

X Middle School to High School

Please describe transition plan below.

School personnel will host 5th grade tours, classroom guidance, transition nights, and a summer enrichment camp that includes incoming 6th grade students. Elective teacher share information on programs offered at Eastern Randolph High School. All current 6th grade teachers and the school principal will visit, at a minimum one feeder school, specifically fifth grade classrooms during the school year. School personnel provide field trips for 8th grade students to Eastern Randolph High School. School counselors assist students in the development of a 4 year plan. Achievement and Leadership opportunities provide organizational strategies, tutoring, leadership development, college field trips and other strategies that develop and support student transitions.