



School Improvement Plan 2023 - 2024



Randolph County
Randolph County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Randolph County
School Name	Randolph Clay Middle School
Team Lead	Elizabeth Knighton - Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds -- Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title V, Part B Title I, Part A School Improvement 1003 (a)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Tier I instruction and assessments aligned to level and rigor of standards
Root Cause # 1	Lack of professional capacity including data analysis Instruction and assessment not aligned to the intended rigor of the standard
Goal	By spring 2024, students scoring at Proficient Learner or above will increase five percentage points as measured by the Georgia Milestone assessments in all content areas.

Action Step # 1

Action Step	observe and monitor the delivery of instruction and assessments aligned to ensure usage of research and evidence based strategies twice per month.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction
Method for Monitoring Implementation	Observations, TKES, and lesson plans
Method for Monitoring Effectiveness	increased achievement
Position/Role Responsible	Admin
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Content teachers and MTSS Coordinator will hold weekly data meetings to discuss and analyze data.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction
Method for Monitoring Implementation	weekly data reports 4.5 & 9 week data report pacing guides/curriculum maps
Method for Monitoring Effectiveness	increased achievement
Position/Role Responsible	teachers MTSS Coordinator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	teachers will complete data reports weekly and share during weekly data meetings
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction
Method for Monitoring Implementation	weekly formative assessments 4.5 & 9 week summative assessments pacing guides/curriculum maps
Method for Monitoring Effectiveness	increased achievement
Position/Role Responsible	teachers
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Extended learning opportunities will be made available to all students to remediate and enrich (i.e. after school, Saturday school, & summer school)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	attendance sheets
Method for Monitoring Effectiveness	increased achievement
Position/Role Responsible	teachers admin
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase meaningful parent and stakeholder partnerships
Root Cause # 1	Demographics and Location Lack of education and motivation Negative experiences
Goal	RCMS will improve the climate and culture and maintain a four star rating as measured by state parent, student, & teacher surveys.

Action Step # 1

Action Step	Ensure that monthly PBIS celebrations are occurring where students and staff are being recognized.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PBIS Rewards application, SWIS, and observations
Method for Monitoring Effectiveness	increase student engagement
Position/Role Responsible	Admin and PBIS team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide one (1) Parent/Family/Community Night monthly to increase the opportunities for stakeholder involvement
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Family and Community Engagement
Method for Monitoring Implementation	sign in sheets agendas parent surveys parent newsletters
Method for Monitoring Effectiveness	parent surveys
Position/Role Responsible	Admin Parent Involvement Coordinator Climate Specialists
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Attendance Support Team (AST) will meet monthly to address attendance and other student needs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	AST sign in AST agendas/reports
Method for Monitoring Effectiveness	increased social & emotional learning
Position/Role Responsible	AST team members
Timeline for Implementation	Monthly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The school utilized survey data and minutes from faculty and shared governance team meetings to obtain feedback. Additionally, the school team collaborated on completing the comprehensive needs assessment. The results of the comprehensive needs assessment was captured in the school improvement plan.</p>
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<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The school will make a concerted effort to hire certified and highly qualified teachers in their field. Additionally, teachers will be monitored throughout the school year for their effectiveness in implementing the school improvement plan and impact on moving student achievement forward. Ineffective teachers will be placed on professional development plans for improvement. If the ineffective teacher does not improve, he/she will be removed and not rehired.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>In general, the school will implement a standards-based program aligned to the state's curriculum - The Georgia Standards of Excellence (GSE). The GSE is used in all of the core subjects to teach knowledge and skills of core subject matter at each grade level. To address the needs of most academically at-risk students, teachers have common content planning time and scheduled collaborative planning by disciplines to collaborate as to how to assist students needing additional instruction on grade level standards and remediation of basic skills. Teachers employ a workshop format and differentiation is highlighted during the work period. In Reading and Math, i-Ready is used to monitor growth and achievement along with support through an intervention lab in Reading and Math.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to</p>	<p>Not applicable. The school is school wide Title I.</p>
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rank all students.	
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Not applicable. The school is a middle school.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>To effectively facilitate transitions from middle school to high school - We will initiate the Ninth Grade Bridge Program for all 8th grade students and their teachers. The program will consist of a meet and greet session to divert any apprehension about moving from middle school environment to the high school environment. This school term, all students will take Music Appreciation class and will receive Beyond the Core credit. All students will also be introduced to computer science through scheduled Special Area exploratory class. We will encourage 8th grade students to take the COMPASS exam which will make them eligible to take dual-enrollment electives their 9th grade year. We will collaborate with high school teachers and schedule meetings with high school staff to identify strategies that have worked well as areas of improvement. Lastly, the middle school counselor will collaborate with the high school counselor regularly to provide insight and support.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>To support efforts to reduce the overuse of discipline practices that remove students from classrooms, the school is utilizing more restorative practices, contacting parents for minor incidents, implementing PBIS, receiving training in social/emotional wellness, staff will participate in classroom management professional learning and utilizing the counselor more effectively for consultation services.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>Randolph County Middle School made several changes in instructional practices this year and they have proved to be impactful. Firstly, we restructured our 'Collaborative Planning' process. Previously, we were unable to meet collaboratively during the regular school day and evening proved a difficult to get all staff together, as needed. Because we are a school of 'singletons' – meaning we have only one teacher to teach each content area per grade level, teacher oftentimes</p>
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ADDITIONAL RESPONSES

	<p>were left to figure things out on their own. This school year, we revised our master schedule so that we could collaborate by content during the school day and the teachers had the opportunity to work with other grade levels and bounce ideas off one another. The exceptional education teacher was also a part of each collaborative to join in those discussion so that we could address the needs of all of our students and plan small group interventions. Secondly, during these collaborative meetings, we focused on improving tier 1 instruction. We found though a GSAPS Review the previous year, that our students were not performing because our teachers were not teaching at expected rigor for the state exam. We addressed this issue through employing expert content facilitators to work directly with our teachers to improve pedogological knowledge and understanding of content. Administrators across the district as well as at school level made sure to inspect what we had laid as instruction expectations. Lastly, we increased our engagement with partner outside of our district, particularly Chatt-Flint RESA and the Georgia Department of Education content experts. These partners came in and held professional learning, modeled classroom lessons, and would even observe and provide feedback to our teachers and administrators.</p> <p>The district has built-in identification processes that will help in addressing the unique needs of our students; however, implications are that the district will need to focus on and work particularly hard on the following:</p> <ul style="list-style-type: none"> ● Strategies for hiring and retaining highly qualified teachers across the district; ● continue to grow current teachers and staff by providing professional learning; ● Sustain School Climate (effective PBIS implementation); ● Implement an effective RTI/MTSS process and ● focus on parent and community involvement.
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