



**Randleman Middle School
School Improvement Plan
2023-2024**

Comprehensive Progress Report

Mission: Together Instilling Growth, Education, Responsibility & Success

Vision: The vision of Randleman Middle School is to nurture all students in an inclusive and equitable learning environment through positive relationships, high expectations, and encouragement to develop independent, self-motivated, lifelong learners.

Goals:

100% of classroom teachers will participate in collaborative team time focused on designing high quality standards aligned lessons, creating common formative assessments and analyzing data to provide differentiated support in an effort to meet the individual needs of students across all tiers by May 2024 as measured by PLC minutes and notes. (A2.04, A4.01, D1.02)

60% of students will demonstrate growth in math as evidenced by i-Ready diagnostic scores following the completion of the i-Ready EOY assessment. (A2.04, A4.01, D1.02)

60% of students will demonstrate growth in reading as evidenced by NC Check-Ins scores following the completion of the third assessment. (A2.04, A4.01, D1.02)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		The school leadership team has developed a behavior matrix which will be introduced to students through lessons taught during Tiger Time. There are more beginning teachers on staff this year which means additional support will need to be provided to them.	Limited Development 10/06/2022			
<i>How it will look when fully met:</i>		When this is fully implemented, school staff will consistently enforce school-wide and classroom procedures and students will be able to identify and self-correct their behaviors in order to maintain a positive learning environment. Students will develop leadership skills by		Melanie Richey	08/04/2025	

	modeling positive behaviors. In addition, there will be a decrease in number of discipline referrals.			
Actions		1 of 2 (50%)		
10/6/22	Beginning teacher (BT) monthly meetings will include professional learning experiences for new teachers.	Complete 05/23/2023	Dawn Jenkins	05/31/2023
<i>Notes:</i> All BTs successfully completed this component of the BT program.				
10/6/22	Discipline data will be maintained, reported and analyzed to determine if changes in school-wide procedures based on 2021-2022 data have been effective in reducing incidents.		Mark Dougherty	08/04/2025
<i>Notes:</i> This is ongoing and data will be reported after the close of the year.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade level, content area collaborative teams meet weekly to create and plan instructional activities which are standards aligned. These teams are expected to utilize teacher created common formative assessments, NC Check-Ins, i-Ready, and mClass assessments to evaluate student progress and modify instruction as needed. While focusing on grade level content standards, teams will also evaluate assessment data and plan for standards aligned intervention and enrichment as needed.	Limited Development 10/06/2022		
<i>How it will look when fully met:</i>		Teams will have created standards aligned instructional activities which will be consistent across grade level content areas. Assessment data will reflect that students are making progress in mastering grade level content standards.		Dawn Jenkins	06/10/2024
Actions		0 of 5 (0%)			
10/6/22	Fifth grade teachers will participate in PD/planning sessions with district lead teachers.			Cora Moua	05/01/2024
<i>Notes:</i>					

10/6/22	Intervention and enrichment groups will be fluid based on standards aligned common and classroom assessment data as well as NC Check-Ins.		Melissa Skoglund	05/23/2024
<i>Notes:</i>				
9/26/23	Identify essential standards for each grade level content area.		Mark Dougherty	06/09/2024
<i>Notes:</i>				
9/26/23	Create Common Formative Assessments in grade-level content teams based on identified essential standards.		Dawn Jenkins	06/09/2024
<i>Notes:</i>				
9/26/23	Teachers will collaborate in PLCs regarding current pacing and standards.		Melanie Richey	06/09/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The master schedule includes time each day for intervention and/or enrichment. Teaching teams are expected to use data from NC Check-Ins, common formative assessments, iReady and mClass assessments to group students based on academic need. Differentiated instruction is an area where teachers feel more resources and professional learning are needed to fully implement and reach the individual needs of students across all tiers.	Limited Development 10/06/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, there will be an improvement in Tier 1 instructional practices. Teachers will be implementing effective teaching practices and aligning them to the content area standards. There will be a focus on student response to instructional practices, as opposed to student deficits or failures thus improving the success rates of struggling students and the accuracy of identifying students who truly have disabilities.		Melanie Richey	06/10/2024
Actions			0 of 4 (0%)		

10/6/22	Teachers will analyze student assessment data and provide interventions as needed.		Michelle Posley	06/01/2024	
<i>Notes:</i>					
10/6/22	Classroom teachers will focus on strengthening core instruction and planning standards aligned lessons.		Dawn Jenkins	06/04/2024	
<i>Notes:</i>					
9/26/23	Structure Tiger Time classes whereby students are intentionally grouped according to current common formative assessment data for specific intervention needs.		Jennifer Prince	06/09/2024	
<i>Notes:</i>					
10/5/23	Within the 2023-2024 school year, our ATSI school will implement the following evidenced-based intervention: HillRAP to increase overall reading performance of students with disabilities (SWD) subgroup.		Megan Alford	06/09/2024	
<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
Initial Assessment:		RMS is safe, orderly, and inviting, and staff work to create an environment conducive to learning. Competent, caring adults create a nurturing community where students feel connected to “Tiger Nation.” The administration is visible and accessible, providing opportunities for staff, students, and parents to share ideas and to voice concerns. Behavioral and procedural expectations are evident, supporting effective use of instructional time. Teachers plan collaboratively and engage in dialogue about students, instructional strategies, and resources. The staff provides structures to meet the social and emotional needs of students, allowing students to focus on academics.	Limited Development 10/06/2022		
How it will look when fully met:		Guidance counselors will share information on support services with teachers to increase their awareness of available programs. Guidance counselors will work with classes on counseling lessons that address emotional issues and needs. Student backgrounds are revisited during grade level team meetings to ensure teachers understand students' history. Parent consultation will be frequently updated when necessary. Professional development will be offered on effective teams and supporting social emotional learning. Olweus anti-bully lessons will be implemented on a regular basis. The Randleman Middle School student handbook and Randolph County School System parent/student		Cynthia Shaner	06/10/2024

		handbook are referenced as needed to remind students of behavior expectations and consequences. Evidences to show this objective is fully implemented include guidance counselor list of services, counseling lessons, parent contact logs, team meeting agendas/notes, bully lesson plans and professional development notes			
Actions			0 of 4 (0%)		
	10/6/22	Guidance counselors will work with classes on counseling lessons that address emotional issues and needs.		Shelli Campbell	06/03/2024
		<i>Notes:</i>			
	9/26/23	Develop and distribute an "emotional check-in sheet" for all students to complete.		Shelli Campbell	06/10/2024
		<i>Notes:</i>			
	9/26/23	Develop and distribute a schoolwide "temperature check" survey for staff to complete.		Tanya Little	06/10/2024
		<i>Notes:</i>			
	9/26/23	Provide staff members with Social Emotional Learning professional development.		Cynthia Shaner	06/10/2024
		<i>Notes:</i>			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, transition supports are provided for the 4th grade students at Randleman Elementary School, 5th grade students at New Market and Level Cross and our own 8th grade students. Transition events, tours and scheduling meetings are some of the ways these students are provided with the support needed. In addition, special education teachers attend IEP meetings at the elementary schools to ensure students' learning needs will be met. High school special education teachers attend IEP meetings at RMS for the same reason.	Limited Development 10/06/2022		
How it will look when fully met:		Incoming 4th and 5th grade students will indicate a decrease in anxiety upon beginning the school year. Eighth grade students will be aware of all high school course options as well as have the opportunity to apply to the Randolph Early College High School. Parents will indicate satisfaction with the home-school communication.		Cynthia Shaner	05/30/2025

Actions		0 of 1 (0%)		
10/6/22	The school counselor will visit feeder schools to conduct transition information sessions.		Cynthia Shaner	05/30/2025
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.03	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
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<i>Initial Assessment:</i>	Currently, there is a school leadership team consisting of the principal, assistant principals, teachers representing each grade level, support staff, classified staff and parents. The leadership team meets monthly and the MTSS team meets monthly. In both of these meetings, implementation of effective practices is reviewed.	Limited Development 10/31/2019		
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Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	When fully implemented, the leadership team will not only meet regularly, but will make decisions based on feedback from all staff. The team will review implementation of instructional practices, make recommendations for budget expenditures, review school data, and make procedural decisions for the school.	Objective Met 06/29/23	Melanie Richey	09/29/2023
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Actions				
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10/3/22	The team will revisit the school's mission and vision and create updated mission and vision statements.	Complete 11/15/2022	Cora Moua	11/30/2022
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Notes: 5/29/2020 - The school leadership team completed their design of a new mission and vision statement at the May meeting.

10/3/22	The team will review data from multiple sources (ex: NC Check-Ins, i-Ready, EVAAS) to determine progress and make recommendations for next steps.	Complete 05/31/2023	Melanie Richey	05/31/2023
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Notes:

10/3/22	The leadership team chair will meet with the principal to plan meetings and will communicate with team members as needed.	Complete 05/02/2023	Cora Moua	06/04/2023
<i>Notes:</i>				
Implementation:		06/29/2023		
Evidence	6/29/2023			
Experience	6/29/2023			
Sustainability	6/29/2023			

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
Initial Assessment:		There are established specific times for grade level meetings, team meetings and professional learning team meetings throughout the work week. Other meetings include faculty meetings, leadership team meetings, MTSS, beginning teacher/mentor meetings and data meetings on protected Tuesdays. Committees that meet as needed include the attendance committee, crisis team, Olweus committee, and autism committee. Each teacher has a common planning time along with teachers from their grade level. Each grade level has bimonthly grade level meetings and content area planning meetings.	Limited Development 10/06/2022		
How it will look when fully met:		When fully implemented, the team structure will provide teachers time to evaluate student data, plan instruction, and participate in professional learning opportunities.		Dawn Jenkins	06/09/2025
Actions			0 of 1 (0%)		
10/6/22		Grade level, content area teams will meet weekly to plan instruction based on data from common assessments and NC Check-Ins.		Dawn Jenkins	06/04/2025
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Informal classroom observations are focused on tier 1 instruction. The administrative team visits classrooms daily and provides teachers with clear, concise and descriptive feedback.	Limited Development 10/13/2019		
<i>How it will look when fully met:</i>		When this objective has reached full implementation, all classrooms will have been visited at least once per week. With all visits, teachers will be provided with relevant, descriptive feedback intended to support, encourage and challenge for growth.		Melanie Richey	06/09/2025
<i>Actions</i>			0 of 1 (0%)		
	10/3/22	The principal will conduct informal observations and provide teachers with effective feedback focused on tier 1 instruction.		Melanie Richey	06/09/2025
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Current structures in place include weekly collaborative team time meetings, quarterly department meetings and regular common formative assessments (every 4.5 weeks). Attention is given to individual student data, class data, grade level data (common assessments), school data, end of grade (EOG) assessment data, Educational Value-Added Assessment System (EVAAS) data and department data. Considerations for professional development are based on county initiatives, teacher need and available resources.	Limited Development 10/06/2022		
<i>How it will look when fully met:</i>		When fully implemented, grade level and content area teams will be able to evaluate and analyze data to determine next steps for students. Professional learning opportunities will be provided for teachers to aid		Michelle Posley	06/09/2025

	them in both analyzing data and planning effective instruction based on their analysis.			
Actions		0 of 1 (0%)		
10/6/22	Regular education, special education and ESL teachers will maintain data workbooks which include common assessment, NC Check-Ins, i-Ready and end of grade results for all students.		Mimi Posley	06/09/2025
<i>Notes:</i>				

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>		LEA evidence can be found in the indicator folder. The school has a system for recruiting, evaluating, rewarding, and replacing staff.	Limited Development 11/02/2021		
How it will look when fully met:		When fully implemented, the school will have clear and consistent procedures for recruiting, evaluating, rewarding, and replacing staff.		Melanie Richey	06/09/2025
Actions			0 of 2 (0%)		
10/3/22		The principal will establish procedures for recruiting, evaluating, rewarding, and replacing staff.		Melanie Richey	06/03/2025
<i>Notes:</i>		June 2023 - The principal has procedures for recruiting and hiring. Committees are used to interview and select. The principal and assistant principals share the load of evaluations.			
10/3/22		The administrative team will plan and implement monthly recognitions and celebrations of and for staff.		Melanie Richey	06/09/2025
<i>Notes:</i>		June 2023 - This was not accomplished to the extent desired. This goal will continue into the 2023-2024 school year.			

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:	Currently, the focus of resource allocation (money, time, human) is to support both student learning and the social/emotional needs of staff and students.	Limited Development 10/01/2023		
How it will look when fully met:	Upon full implementation, resource allocation will demonstrate a focus on overall school improvement. This includes student achievement, as well as social/emotional wellness of students and staff. The principal will identify and align whatever personnel, instructional, professional learning, time, and partnership resources are needed to fulfill the school's improvement goals.		Melanie Richey	06/03/2024
Actions		0 of 5 (0%)		
10/1/23	State instructional funds will be used to improve student achievement in core content classes.		Melanie Richey	02/28/2024
<i>Notes:</i>				
10/1/23	Within the 2023-2024 school year, our school identified the following resource inequity: lack of funding available for professional development. As a result, our school plans to mitigate this inequity by allocating local funds as needed to provide professional learning support for teachers of students with disabilities.		Melanie Richey	02/28/2024
<i>Notes:</i>				
10/1/23	The Olweus anti-bullying curriculum will be implemented by PE teachers to provide all students with lessons on supporting each other socially and emotionally.		Mark Dougherty	06/08/2024
<i>Notes:</i>				
10/1/23	The interventionist will be utilized to provide support to students needing intensive interventions.		Melissa Skoglund	06/08/2024
<i>Notes:</i>				
10/1/23	The team will seek out wrap around support services for students.		Tanya Little	06/08/2025
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Multiple avenues are being utilized to communicate with parents not only about upcoming activities but also about the importance of students participating in class whether in person or virtual.	Limited Development 09/30/2020		
How it will look when fully met:	When fully met, all staff will regularly communicate with parents using a variety of methods. Parents will be encouraged to be active participants in their child's schooling and education.		Melanie Richey	06/09/2025
Actions		0 of 1 (0%)		
10/3/22	The principal will make weekly calls to parents with updates.		Melanie Richey	06/09/2025
<i>Notes:</i>				



School: Randleman Middle School

School Year: 2023-2024

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

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

Committee Position	Typed Name	Signature	Date
Principal	Melanie Richey		
Assistant Principal	Mark Dougherty		
Assistant Principal	Michelle Posley		
5th grade teacher	Cora Moua		
5th grade teacher	Alex Barton		
6th grade teacher	Kari Dye		
6th grade teacher	Donna Deaton		
7th grade teacher	Stewart Foreman		
7th grade teacher	Jennifer Prince		
8th grade teacher	Jennifer Miller		
8th grade teacher	Anderson Prince		
Elective teacher	Kindra Ingram		
Elective teacher	Dana McIntyre		
EC teacher	Teressa Brown		
EC teacher	Rebekah Parlier		
Lead Teacher	Dawn Jenkins		
School Counselor	Shelli Campbell		
School Counselor	Cynthia Shaner		
School Social Worker	Tanya Little		
Media Specialist	Lisa Andreoli		
Interventionist	Melissa Skoglund		
Classified Rep.	Bea Edwards		
Parent Rep.	Keisha Davis		



NCStar/SIP Mandatory Components

School Name: Randleman Middle School

School Year: 2023-2024

Duty-Free Lunch

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

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

Duty-Free Instructional Planning

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

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

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

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