



Southwestern Randolph Middle School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission: The mission of Southwestern Randolph Middle School is to develop globally aware, future-ready graduates by promoting collaboration, innovative/critical thinking, communication, and leadership skills.

Vision: The vision of Southwestern Randolph Middle School is to create a student-focused community that fosters 21st Century learning.

- Goals:**
- By June of 2024, Southwestern Randolph Middle School will show an increase in overall EOG proficiency composite score by 4.6 percentage points, from 52.4% to 57% or greater, as measured by EOG tests in grades 6-8 in reading, math, and 8th grade science. Additionally, by June of 2024, students that are identified in the Students With Disabilities subgroup will increase their proficiency composite from 6.4% to 20% as measured through EOG/NC EXTEND 1 testing. (A3.01, A4.01, A4.17, B3.03, D1.02)
 - By June of 2024, Southwestern Randolph Middle School will show an increase in EOG proficiency in both math (47.8% to 52.3% or greater) and reading (47.3% to 51.8% or greater) composite scores, as measured by results of EOG Reading and Math tests at the conclusion of the 23-24 school year. (A4.01, A4.17, C2.01)
 - By June of 2024, Southwestern Randolph Middle School will show an increase of at least 1.5 percentage points in daily attendance (93.24% to 94.74% or higher), as measured by attendance data among all enrolled students. (A4.01, A4.17, C2.01)
 - During the 2023-2024 school year, Southwestern Randolph Middle School will continue to implement an effective and fluid remediation and enrichment program that provides small group instruction and interventions, as measured by student growth from BOY to EOY iReady diagnostic results in both reading and math. (A2.18, A4.01, A4.17, B3.03, C2.01)
 - By June of 2024, Southwestern Randolph Middle School will achieve proficiency percentages among the Students With Disabilities (SWD) subgroup of at least 25.5% or greater in math and of at least 16.6% or greater in reading, as measured by results of NC EOG/EXTEND1 exams.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers and staff reinforce Student Code of Conduct expectations in town hall meetings, with each grade level, within the first week of the school year. We utilize Cougar Time block for the first two weeks of		Limited Development 08/10/2017		

	<p>school to review classroom-based expectations, rules, and procedures. However, time spent going over procedures and rules within a classroom are kept to a minimum so that instruction begins the first week of school. Letters and code of conducts are sent home to parents regarding classroom expectations, which are then signed and returned, demonstrating evidence of acknowledgement.</p>			
How it will look when fully met:	<p>Reduction in office referrals as evidenced by discipline data and number/frequency of consequences given by administration. Communication logs from teachers contacting parents regarding classroom expectations are to be maintained for record-keeping. In-School-Suspension (ISS) sign-in sheet will be utilized for students who are sent to ISS for a "time out". The ISS coordinator will keep a paper copy and students will sign in electronically via a Google form as a reflection piece. Grade levels will have consistent set of rules to be enforced on the halls. OSS data will be reviewed monthly by the RCSS Student Services department to help monitor discipline incidents to ensure accuracy of reporting data.</p>		Michael Crider	06/12/2024
Actions		1 of 3 (33%)		
8/10/17	<p>ISS will monitor and record information on students who are sent to ISS for a "time out"</p>	Complete 05/04/2023	Mason Clark	06/12/2023
	<p><i>Notes:</i> 1/9/18 - The sign in process has been successful and helps indicate if a student is experiencing difficulty in a particular class and can help school staff target specific classes and behaviors of students. The electronic document has been helpful but we are still working on getting a more reliable piece of technology to ISS so the signing in to the electronic document takes less time and effort.</p> <p>We will continue to implement this strategy as we move into the new school year, as this strategy was effective when started several years ago. The times in which we were able to use this strategy helped with some of our minor consequences and our discipline data has been an indirect result of the impact of COVID. This will allow administrative staff to identify students who are getting sent to ISS and missing certain classes due to minor/major behavior infractions.</p>			
8/10/17	<p>During the 22-23 school year, Mr. Crider will review discipline data quarterly and compare to the previous year. This same comparison will also be conducted during the 23-24 school year as students continue to adjust to attending school in person.</p>		Michael Crider	06/12/2024
	<p><i>Notes:</i> While our team felt as though discipline incidents resulting in OSS were high during the 21-22 school year. our school saw an increase in the</p>			

number of incidents resulting in both ISS and OSS. However, this can be partially attributable to students continuing to adjust to in-person attendance. Another portion of this can be attributed to a change in our bell schedule from previous years, which prompted us to analyze where problem areas were during class transitions and how to reduce hallway incidents. Our goal in monitoring this data is to increase the amount of time students are in class and decrease the amount of time students must be out due to assignment of behavior consequences. While overall incidents were higher from 21-22, our team did work to reduce the frequency of occurrence throughout the school year.

8/14/19 Teachers in our school will utilize parent contacts for positive interaction as well as to proactively reduce office referrals for minor behavior infractions.

Kristie Smith

06/12/2024

Notes: We will continue to monitor how many students are engaging in school curriculum and teacher-assigned tasks through the analysis of Canvas engagement and student grades. These measures, in tandem with utilization of remediation and enrichment across all three grade levels, will demonstrate continued progress towards our goal of reaching every student to the fullest extent possible.

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>		<p>All staff members will take part in district professional development focused on the utilization of Collaborative Team Time (CTT) for the purpose of identifying essential standards in all core areas of instruction. A remediation and enrichment plan has been developed to address student needs, as well as strengthen student mastery, within core content areas.</p> <p>Collaborative team time will use common formative assessments to provide ongoing, useful discussions about student progress in respective content areas and iReady diagnostic data will be utilized to inform remediation efforts, particularly in language arts and math. iReady lessons will be completed by students on a weekly basis and lessons will be tailored to the student's level of achievement in the system. Technology also plays a vital role in this process as Canvas remains our learning management system and is being utilized widely</p>	Limited Development 05/02/2017		

	for submission of assignments as well as documentation of grading practices. NC Check-In results will be collected and analyzed to address areas of improvement across grade levels and common content areas.			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	<p>August 2023 - CTT's have been successful in purpose and structure. Our school system is continuing professional development in this area, and our goal is to continue to strengthen these conversations and work more effectively in the identification of essential standards.</p> <p>Collaborative Team Times (CTT's) will be structured, consistently held, and documented appropriately. CTT's will have an active role in lesson planning, with shared units of instruction and common assessments for grade level subjects. Evidence of SREB strategies will be seen in all of our classrooms and CTT notes and lesson plans will be needed as evidence of consistent implementation. Within the structure of our CTT's in each grade and subject, a framework will exist for supplying students with standards-based objectives to demonstrate mastery of content. Teams will also review curriculum standards and engage in a process of prioritizing, unpacking, and powering identified standards. Pre and post assessments will be utilized in each classroom to allow teachers to provide more meaningful instruction to students and meet them on their level. Performance data is specifically and intentionally discussed within the framework of grade level CTT's, and close attention is given to specific performance data of our ESL and EC subgroups, both of which are currently performing below standard. We intend on being able to provide specific documentation of CTT minutes and data points collected from common formative assessments, both of which are specific focal points from our district leadership.</p>		Lisa Cagle	06/12/2025
Actions		2 of 4 (50%)		
8/10/17	NC Check-In assessments in reading and math for grades 6-8 will be administered three separate times throughout the year. Subsequent	Complete 04/25/2023	Stephanie Hatcher	04/25/2023

	results will be obtained and analyzed by math and reading teachers across the building.			
<i>Notes:</i>				
8/10/17	Certified staff members will meet in collaborative teams to analyze student performance results at least once per week for at least 45 minutes per meeting.	Complete 05/04/2023	Lisa Cagle	06/12/2023
<i>Notes:</i>				
8/10/17	MTSS Committee will meet one to two times per month to discuss progress and interventions pertaining to students requiring supplemental and/or intensive support for academic and/or behavioral concerns.		Stephanie Hatcher	06/12/2024
<i>Notes:</i>				
10/7/22	Results of student assessments will be recorded weekly by the students themselves.		Lisa Cagle	06/12/2024
<i>Notes:</i>				
Implementation:		04/16/2018		
Evidence	4/16/2018 Walkthrough data and PLT meeting minutes as well as peer observations			
Experience	4/16/2018 Teachers are teaching content aligned with the curriculum as evidenced by walkthrough data.			
Sustainability	4/16/2018 Continue to meet regularly with content area/grade level as well as to share walkthrough data with staff members. Teachers are encouraged to attend system PLTs that involve discussions about content areas.			
A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Each grade level has content meetings, also called collaborative team time (CTT's), that occur at least once per week and discuss student achievement, common assessments, and standards-based planning efforts. These are scheduled in advance on the master calendar and can be attended by administration and the lead teacher when opportunities allow.	Full Implementation 10/21/2021		

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
<i>Initial Assessment:</i>		Teachers across our building use group work and collaborative activities to help students develop communication skills and identify intentional questions to insert into classroom discussions to promote critical thinking processes. However, the practice is not used in all classrooms yet, and collaborative activities do need more structure (i.e. - students have roles, students have equal parts to play/execute while working in the group, etc.).	Limited Development 10/21/2021		
<i>How it will look when fully met:</i>		When this measure is fully implemented, students will participate in collaborative activities that are appropriately timed, require participation from all students in a group, and utilize students' perspectives that are intentionally aligned with standards-based planning. Remediation groups that have been assigned by instructional teams will ensure that students are grouped in optimal learning pods.		Lisa Cagle	06/12/2024
Actions			1 of 2 (50%)		
10/21/21	Teachers will discuss student achievement measures in CTT's each week, as evidenced by notes and agendas received from meetings.		Complete 05/03/2022	Lisa Cagle	06/04/2022
<i>Notes:</i>					
10/21/21	Collaborative activities and their substantive purpose during the lesson will be documented during walkthroughs and observations.			Michael Crider	06/12/2024
<i>Notes:</i>					

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Data analysis and instructional planning
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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
<i>Initial Assessment:</i>		Our MTSS team meets on a monthly basis and discusses performance and attendance data regarding students that have been brought to the committee's attention as in need of interventions. This team identifies the current systems being used to support the student and identifies additional students as requested by the grade level teams in the building. This team also works in tandem with our administrative team, which analyzes school data, attendance data, and performance data to	Limited Development 10/22/2019		

	make school-wide decisions regarding appropriate use of remediation and intervention.			
How it will look when fully met:	When fully implemented, all of our students will have appropriate access to MTSS designated core strategies and our core instruction will drive our use and utilization of targeted interventions for specific students to ensure they are accessing our general curriculum. Our MTSS team, along with input from our Collaborative Team Time (CTT) meetings, will appropriately identify students for supplemental and intensive interventions and all staff members will have a working knowledge of interventions and appropriate documentation of their effectiveness. Our MTSS team, as well as our CTT's, will gain input on these students and discuss their progress, at least monthly, and document their progress appropriately and in a proper time frame. While we have made working through the MTSS modules a priority, we are also working to ensure that we can meet these needs under the current circumstances that are given to us under restrictions that have been placed on our instructional capacity due to the COVID-19 pandemic.		Stephanie Hatcher	06/07/2024
Actions		1 of 2 (50%)		
10/22/19	MTSS will meet on a monthly basis and will document discussions/notes/data for each student that is brought forward.	Complete 05/03/2022	Cindy Neal	06/04/2022
	<i>Notes:</i>			
10/22/19	Grade levels will implement interventions for identified students and document progress and/or effectiveness of interventions.		Kristie Smith	06/04/2024
	<i>Notes:</i>			
	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
Initial Assessment:	Our school currently uses iReady diagnostic data three times per year to analyze what grade level students are performing at. This, in tandem with successfully carrying out NC Check-Ins, which also occur after the first three quarters of the school year, are also used to show how much progress is being made by students towards respective standards.	Limited Development 09/20/2022		Target Date
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	

How it will look when fully met:	When fully met, the diagnostics and NC Check-Ins will not just be given to students, as this is done already. This will also entail the successful and consistent analysis of these results, as well as results gleaned from common formative assessments, to fully meet the spirit of this indicator.	Objective Met 05/04/23	Stephanie Hatcher	06/06/2023
Actions				
9/20/22	Each student will take a beginning of year (BOY), middle of year (MOY), and end of year (EOY) diagnostic in both reading and math through the iReady program.	Complete 05/04/2023	Lisa Cagle	06/06/2023
<i>Notes:</i>				
9/20/22	Each student will take NC Check-Ins at the conclusion of each grading period in reading and math (as well as 8th grade science).	Complete 05/04/2023	Stephanie Hatcher	06/06/2023
<i>Notes:</i>				
9/20/22	Results of student assessments will be recorded by each individual student on a weekly basis and their performance results will be analyzed during collaborative team time (CTT).	Complete 05/04/2023	Michael Crider	06/06/2023
<i>Notes:</i>				
Implementation:		05/04/2023		
Evidence	5/4/2023 - We have access to growth reports and diagnostic results in iReady, along with NC Check-In summary reports that can be provided upon request. Teachers have access to this data through their respective credentials.			
Experience	5/4/2023 - All iReady diagnostics were given in settings designed to resemble a testing environment, and students were given incentives for giving their best effort and showing growth from BOY to EOY. Check-Ins were administered as scheduled and results of Check-Ins were discussed at respective Collaborative Team Time (CTT) meetings.			
Sustainability	5/4/2023 - This will be a yearly process for us, but we feel that this year in particular, students were given the best opportunity to take both sets of assessments to fidelity, providing teachers with the most useful data to provide remediation and reteaching where needed.			

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	Implementation Status	Assigned To	Target Date

		individual needs of students across all tiers.(5117)			
Initial Assessment:		Our school currently meets monthly to discuss the progress of students who have been placed on supplemental support. We also are in our second year of true utilization of our remediation time as a time designated for group instruction, iReady lesson progression, and small group interventions when identified. This is our first year of also including an enrichment schedule, which incorporates the elective teachers and some members of our support staff in addressing opportunities to extend the learning of students across grade levels.	Limited Development 05/02/2017		
How it will look when fully met:		When this goal is fully accomplished, all classrooms will offer research-based methods of differentiation and interventions that provide opportunities for remediation and reteaching students in all core subjects. In other words, our core instruction will drive our processes for then identifying students who are not performing at standard. Those students will receive targeted interventions designed to provide them access to the general curriculum and reducing unnecessary referrals to the EC program. Grade levels will use CTT time to discuss student progress and provide meaningful feedback on improvement and next steps for said students. Our remediation and enrichment schedule will be utilized in a seamless fashion to tailor our efforts of improving student achievement to individual students. This feedback will go with students through each grade level to establish patterns of interventions that are needed or not needed based on various factors throughout each year.		Michael Crider	06/12/2024
Actions			2 of 5 (40%)		
9/19/17	School-wide professional development will focus on Canvas training and MTSS delivery/implementation; certified staff members will participate in this training as it is being offered through the school system.	Complete 04/21/2023	Lisa Cagle	06/12/2023	
<i>Notes:</i>					
9/19/17	MTSS team will meet at least once a month to address academic concerns regarding students and will provide systems of support for students who may need supplemental or intensive supports.	Complete 05/04/2023	Michael Crider	06/12/2023	
<i>Notes:</i>					
9/19/17	Support staff will follow up with students who are deemed "at-risk" due to behavior, attendance, and/or academics.		Kristie Smith	06/04/2024	
<i>Notes:</i> This will involve a variety of support staff members and may include varied resources depending on the area of need.					

	5/1/19	Classroom teachers will consistently provide ongoing interventions for students through core instruction.		Michael Crider	06/07/2024	
<i>Notes:</i>						
	10/5/23	Within the 2023-2024 school year, our ATSI school will implement the Strategic Instruction Model Learning Strategy, Word Mapping, an evidence-based intervention, to increase the overall performance of the Students With Disabilities (SWD) subgroup.		Michael Crider	06/12/2024	
<i>Notes:</i> All classroom teachers will participate in two, 75 minute sessions, of Word Mapping training during the month of September. While Word Mapping will be primarily implemented during language arts classes, we have a school-wide focus on the practice so that the strategy can be referred to and utilized in other core subjects.						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Students are provided with opportunities intermittently throughout the year to identify processes needed for making good choices in life, through the health curriculum, future Olweus lessons, character lessons presented on Fridays in remediation time, and coordination with our district CTE department to explore various careers and opportunities for students to take part in after they graduate from high school. While most staff members are aware of the importance of focusing on student emotional states, more attention and focus needs to be shifted on proactive solutions to student issues. Guidance staff members document when they meet with students and also make regular appointments to talk with students facing academic difficulty in their core classes. While this is a crucial area for us to focus on, we also realize that this will require in-depth training and implementation as our students are continuing to attend school in-person without restrictions due to COVID. Returning staff members have taken part in required mental health training and this will be an ongoing process executed with the assistance of the district's Student Services department.		Limited Development 05/02/2017			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4			
<i>How it will look when fully met:</i>	When full implementation has been achieved, all of our staff members will understand the different emotions that students can feel, the circumstances that bring those emotions on, and what healthy emotional output looks like for students in our school. All staff members will take part in SEL training that is being offered through			Lisa Cagle	06/05/2025	

		Canvas beginning in October, and all staff members have access to this training and are expected to participate and complete the training. Additionally, many of our staff members have participated in Youth Mental Health training and threat assessment procedures as outlined by the school system. All staff members will demonstrate cultural awareness and sensitivity and will be aware of all environmental and developmental factors that contribute to a student's success.			
Actions			1 of 3 (33%)		
	9/19/17	CTT/Grade level teams will discuss student data to determine needs for remediation and extra support.	Complete 05/03/2022	Stephanie Hatcher	06/04/2024
		<i>Notes:</i> Discussions regarding remediation needs will be documented in CTT minutes.			
	9/19/17	Professional development, with a continued focus of MTSS implementation and continued awareness of student emotional health, will be made available to certified staff members to address the previously referenced emotional needs of students on their individual levels.		Lisa Cagle	06/12/2024
		<i>Notes:</i>			
	8/14/19	Staff members will increase awareness and utilize the various resources available to meet the social and emotional needs of students that can be considered "at-risk".		Brittany Roberti	06/04/2025
		<i>Notes:</i>			
Implementation:			04/16/2018		
	Evidence	4/16/2018 Professional developments offered by Laura Porcelli and Erin Giustizia.			
	Experience	4/16/2018 Teachers are monitoring individual student success and referring students to appropriate resources when additional help is needed. Professional development has been offered regarding cultural diversity.			
	Sustainability	4/16/2018 Continued referral of students to needed supports. Ongoing professional development.			
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

<p><i>Initial Assessment:</i></p>	<p>Much of our transition information is listed in our "Required Components" document, however, students are provided opportunities to explore middle school in 5th grade through school tours and visits (whether physical or virtual) from our guidance staff to prepare them for elective classes and options available to them upon their enrollment. These visits and events are coordinated with our feeder elementary schools. Additionally, our 8th grade students are provided opportunities frequently to be exposed to course offerings at the high school as well as other options that are available to them (i.e. - Uwharrie Ridge, RECHS, etc.). Grade level teachers have a large stake in hand-scheduling students for core classes as they move to the next grade level within our school and our MTSS team meets 2x monthly to discuss student progress with selected interventions.</p>	<p>Full Implementation 10/21/2021</p>		
<p>A4.17</p>	<p>The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>
<p><i>Initial Assessment:</i></p>	<p>Our school system, in tandem with continuing our work in administering diagnostics through the use of iReady in both reading and math for all students, is providing several schools with the opportunity to work towards identifying appropriate resources and measures to screen for SEL needs among students and intervene as needed.</p> <p>Prior Narrative as of September '22</p> <p>Our school has effectively administered iReady screening diagnostics for both reading and math among all students in grades 6-8. Preliminary scores have been established and students were assigned to remediation or enrichment groups in each content area assessed based on EOG score from the previous school year. However, students can be moved between groups depending on areas of need and all students will continue to have access to iReady lessons each week during our established remediation block (named "Cougar Time").</p> <p>Prior Narrative as of May '22</p> <p>While our school does a great job overall of identifying students that</p>	<p>Limited Development 10/22/2019</p>		

	are possibly "at-risk", we can strive to do a better job of recognizing this at an earlier stage in the year. Our school is currently in Year 3 of Schools That Lead, Cohort 2, and we feel that this gives us an opportunity to highlight students who demonstrate what are considered Early Warning Indicators (EWI's) and work with them to help overcome barriers to their academic success. While this was challenging to track with the addition of remote attendance and virtual learning during the 20-21 school year, we feel that having students return five days per week should allow us a better opportunity to identify red flags earlier to reach out to the families of students to mitigate barriers they may face.			
How it will look when fully met:	When fully implemented, our school will begin identifying students as early as two weeks into the school year that may be at risk for academic failure or 9th grade retention without safeguards in place to intervene for the student. All staff members will be trained on what specific factors are prime indicators that students may begin to disconnect from school and teams are in place across our staff that can address specific warning signs among students (i.e. - Attendance Team, MTSS, Parent Outreach, Behavior/Conduct Check In, etc.). Universal screening measures will be in place, in both reading and math, that will provide all core teachers with understanding of student starting points at the beginning of each year as well as gaps that may be referenced within their transition plans. These measures will also allow for the fluid transition of students to either remediation or enrichment groups for reading and math and can be altered with updated student demonstrated growth.		Michael Crider	06/06/2024
Actions		1 of 4 (25%)		
9/23/20	Our attendance team will meet twice monthly to discuss concerns regarding individual student attendance and/or academic concerns.		Kristie Smith	06/04/2024
<i>Notes:</i>				
9/8/22	iReady diagnostic results and student lesson progression will be analyzed quarterly to determine correct placement of students in appropriate remediation groups.	Complete 05/04/2023	Brittany Roberti	06/06/2024
<i>Notes:</i>				
10/22/19	The principal will create and maintain an EWI tracking list that will be utilized to target students in need of interventions for attendance, behavior, and/or course performance.		Michael Crider	06/06/2024

Notes: Tracking list should be updated on a quarterly basis.

8/3/23 We will have a school-based team that attends district-sponsored training sessions on screeners and interventions that can be used to address SEL needs of students in our school.

Michael Crider

06/17/2024

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Evidence for this indicator is uploaded in the 21-22 file.	Full Implementation 10/21/2021		
	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>		Our school has a School Improvement Team, and the membership list can be found in the 21-22 file.	Full Implementation 10/21/2021		

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>		Our school has an outlined structure in place for our grade levels, as well as their times for planning and outlined supervisory responsibilities.	Full Implementation 10/21/2021		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date

Initial Assessment:		Before the COVID-19 pandemic, this goal was in full implementation with tutoring efforts and no restrictions on student attendance. However, this goal has changed due to the fact that our enrichment/remediation blocks have become much more structured to account for the varied needs of students in reading and math. Tutoring is still offered by our teachers, but there are limits on how many students can currently participate and more students are having to work remotely if they are unable to attend school due to current protocols in place.	Limited Development 10/21/2021		
How it will look when fully met:		This objective will be fully met when our remediation blocks are able to be utilized to their fullest capacity; currently support staff assigned to work with these small groups have had to cover numerous classes and some have even been out for extended time this year due to sickness. Additionally, this objective will be met when students are able to fully attend tutoring sessions before or after school with or without school-based transportation.		Michael Crider	06/05/2023
Actions					
<i>Notes:</i>					
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 and assistant principal conduct observations and walkthroughs and use this data set to build evaluations for certified staff members on a yearly basis. The number of observations is primarily based on the designation of license a teacher or support staff member has. However, this evaluation schedule will ramp up during the 22-23 school year since our school has been granted the state designation of "Low-Performing". Administration provides feedback in a timely, appropriate manner for observations but processes still need to be followed consistently in regard to feedback for walkthroughs and acknowledgement of positive happenings within teacher classrooms. Administration also needs to continue driving the facilitation of CTT's as teachers are meeting on a regular basis and using a template based off of the DuFour model of collaboration when meeting. The school system also does an instructional walkthrough as well as content walkthroughs of the school at least twice per year.	Limited Development 05/03/2017		

How it will look when fully met:	When this indicator is in full implementation, administration will create and maintain a collaborative framework for the distribution of feedback, which will be provided promptly to individual teachers, during informal classroom visits as well as formal and informal observations that occur per required teacher evaluation. Data from walkthroughs will be discussed as trends emerge across the school to promote a collaborative discussion among staff members on an ongoing basis. Administration and teachers will partner in regular CTT discussions centered around student performance data and methods/resources used in individual classrooms and across grade levels and subject areas. These discussions will drive further points of refinement involving use of school technology, student accessibility to technology, and personalized learning experience of students.		Michael Crider	06/06/2024
Actions		1 of 2 (50%)		
9/19/17	Evaluation schedule for all certified staff members will adhere to due dates established by Human Resources.	Complete 05/03/2022	Michael Crider	06/04/2022
<p><i>Notes:</i> A Google spreadsheet was created with all certified staff members and their respective licensure cycles listed. The assistant principal and principal have scheduled times for observations with appropriate personnel and have stayed on schedule to this point (9/23/20).</p> <p>All observation deadlines were met for the 20-21 school year; we feel that another year of being able to say this should render this action complete.</p>				
9/19/17	Google walkthrough form will be created and utilized to show school-wide trends in instructional practice.		Lisa Cagle	06/06/2024
<p><i>Notes:</i> While the form was developed a couple of years ago, it remains in place. However, there is a definite shift in focus this year as we look to ensure we can maximize our delivery of quality instruction while also utilizing technology available to our teachers within the classroom setting. We have also used opportunities to observe and "look-in" classes set up in Canvas. As a result, this has allowed us to view teacher Canvas pages from the student side to ensure they have appropriate access to assignments.</p>				

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Teacher quality and experience

	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Our school system is promoting a number of training sessions for certified staff members this year in language arts, effective PLC processes, and driving further efforts to implement and refine MTSS practices. Our team is hopeful that these opportunities, in tandem with our current structure of collaborative team time among content-area teachers, will drive discussion and reflection on student achievement and focus on student learning instead of teaching.	Limited Development 10/22/2019			
<i>How it will look when fully met:</i>	When fully implemented, our staff members will have a concrete structure to observe other teachers in the building on a monthly basis and will be accountable for documenting their efforts and takeaways from said observations. Additionally, CTT's will feature discussions between teachers on collaborative efforts and ways in which delivery of remote instruction can be further developed and refined. These discussions and efforts are facilitated by administration and are intentional in nature to create and maintain a structure of continuous advancement of instruction to in-person students as well as to students accessing the curriculum and related tasks outside of instructional hours.		Michael Crider	06/12/2024	
Actions			2 of 3 (67%)		
9/23/20	Create a structure for teachers to collaborate with teachers at other schools in a virtual format for sharing of ideas and information.	Complete 05/03/2022	Lisa Cagle	06/06/2022	
<i>Notes:</i>					
10/22/19	The school will support independent reading for each student, each day at school. While this effort will be spearheaded by language arts teachers, training will be available to these teachers to share their students' progression in reading with other schools in the school system.	Complete 06/06/2023	Michael Crider	06/06/2023	
<i>Notes:</i>					
10/22/19	Administration will support a peer observation plan for teachers to observe on an ongoing basis.		Michael Crider	06/06/2024	
<i>Notes:</i>					

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>		<p>The school is participating in professional development (PD) required by the school system that is focused on continuing the implementation of Multi-Tiered Student Support (MTSS) across the school and utilizing interventions that can address areas of potential growth for all students in both reading and math. PD is also offered at the district level in regard to middle school reading, serving Academically/Intellectually Gifted (AIG), and providing support for English Language Learners (ELL). Continued work in these programs are needed for teachers to properly understand concepts of differentiation as they pertain to our students. Middle schools and high schools in our district are also involved in training that is designed to help strengthen collaborative practice and core instructional activities, which help our schools and our teachers plan lessons around units and big questions that seek to enhance student problem-solving and stamina.</p> <p>Previous narrative information:</p> <p>9/23/20 - Testing data has been difficult to analyze with the absence of EOG's from last year, so heavy emphasis will be placed on transition plans, iReady diagnostics, and Passports/Check-Ins.</p> <p>8/10/21 - While testing data will be known soon for the 20-21 school year, our intent is to continue conversations around student achievement using the valuable data points provided by iReady and common formative assessments.</p>	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		When the objective is in full implementation, data-driven CTT's and school meetings will drive all major decisions made at the school that impact instruction. School leadership will focus instructional decisions on the continuous strengthening of core instruction at our school, which will further drive our efforts to fully implement MTSS throughout all of our school practices. We will also plan to include input and data from MTSS meetings, parent conversations, and Canvas submissions to track student progress on an individual level. Data highlights will focus on subgroup performance and addressing needs of subgroups that are showing negative trend in performance or growth composites.		Lisa Cagle	06/10/2024

Actions		2 of 3 (67%)		
9/19/17	CTT's will provide specific documentation of topics addressed in meetings. Virtual CTT's will also be used to fulfill meeting requirements and allow for recorded meets to be shared among folks who cannot attend.	Complete 05/04/2023	Christie Embree	06/04/2023
Notes:				
8/9/21	Administrative meetings will occur at least twice per month addressing areas of need within classrooms and throughout the school. These meetings will also continue analyzing data points from various sources for continuing, ongoing school improvement.	Complete 05/04/2023	Michael Crider	06/05/2023
Notes:				
9/19/17	MTSS supplemental and intensive interventions will be provided to identified students in all classrooms.		Lisa Cagle	06/04/2024
Notes:				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school system has measures in place for recruitment, hiring, and retaining quality teachers and staff. The school system has also implemented a bonus pay program using ESSER funds provided to LEA's for the COVID-19 pandemic, which we hope to use to help fill current vacancies within our selected location. Indicator evidence is uploaded in the 21-22 file.	Full Implementation 10/21/2021		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school depends on many of the resources listed and works to maximize what funds and positions are allotted to us. However, we also know that these resources are limited at times, and addressing the needs of special populations and subgroups can be difficult given the limited positions and state monies we are provided. We are fortunate	Limited Development 08/14/2023		

	that we have two Interventionist positions that are filled by half-time, retired classroom teachers who have expertise in reading and math, respectively. These positions are designed to work to our benefit for the 23-24 school year, but are ending after the school year due to ESSER funding eventually discontinuing. We are hoping these positions can help address some needs among students, at least short term, as we continue to work with certified staff to identify areas of student need as early in the school year as possible.			
How it will look when fully met:	When this objective is fully met, we will have data that supports not only that we use certain resources to meet student needs, but that we also have data that supports how effective it is at doing so. We will also be able to target selected subgroups of students that require supplemental or intensive support to overcome barriers to success in school and analyze cost-effective measures to intervene on their behalf.		Michael Crider	06/12/2024
Actions		0 of 4 (0%)		
8/14/23	Data team will work to identify students in need of stronger support systems based on attendance data and BOY diagnostic data in iReady as quickly as possible.		Lisa Cagle	11/01/2023
	<i>Notes:</i>			
9/6/23	Within the 2023-2024 school year, our ATSI school will implement the Strategic Instruction Model Learning Strategy, Word Mapping, an evidence-based intervention, to increase the overall performance of the Students With Disabilities (SWD) subgroup.		Michael Crider	06/11/2024
	<i>Notes:</i> Classroom teachers on all grade levels and subject areas will attend 75 minutes sessions during grade level planning times twice during the month of September. Ongoing coaching will aid implementation efforts during the school year. **This action step is also listed for Indicator A4.01 as a support for both ongoing MTSS efforts and increasing performance among the SWD subgroup.**			
8/14/23	Financial resources will be made available from state funding to address curriculum needs by school-system established deadlines for expenditures.		Michael Crider	06/12/2024
	<i>Notes:</i> State allotments must be at least 50% spent by 11/30/23. All allotments must be encumbered by 2/24/24.			
8/14/23	Within the 2023-2024 school year, our ATSI school will employ an Interventionist in both math and reading that will push into respective		Stephanie Hatcher	06/12/2024

content classes as well as provide small group instruction to increase the overall performance of our "Students With Disabilities" (SWD) subgroup.

Notes:

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our school has received a sizeable number of Chromebooks from our school system through the assistance of ESSER funds. This alone has allowed our school to accumulate enough Chromebooks to be close to having one device per student in the school. We also will plan to use fundraising profits this year to acquire more technology, whether through the purchase of more Chromebooks to replace ones that are close to running out of date or through the purchase of other technology deemed a higher priority by our media committee.	Limited Development 10/20/2017		
How it will look when fully met:		When this objective is fully met, all students will have access to a Chromebook at any time during the school day and we will be able to conduct online testing as a school without any assistance from elementary schools. An inventory documenting the number of computers and calculators on hand and functioning will present proof of ability to carry out these expectations. Our school will consistently seek out students who can benefit from the use of school system resources, such as hotspots, to offer further access to internet when not on campus. We have a technology team comprised of the media specialist, administration, and teacher representatives who survey the needs of the staff in order to offer optimal instruction to students through multiple mediums. We will engage our community to give parents a broader understanding of how our learning management system (Canvas) works, and we hope to continue holding sessions for parents as a way to keep them informed on how to better monitor student assignments and grades. We have a process in place each year to purchase Chromebooks from funds associated with school fundraising events, however, we were also provided with a number of Chromebooks over the past 18 months by the school system with the assistance of ESSER funding. Additionally, we are utilizing the document cameras that have been provided to us through school		Christie Embree	06/06/2025

	system funds and are working to, in the future, build onto our touch panel resources for use in classrooms.			
Actions		1 of 3 (33%)		
8/9/21	Media and technology committee will meet regularly with the media specialist to identify areas of continued need among staff members and students; consequently, resources will be determined as priority areas for allotment of budget when funds exist.	Complete 05/04/2023	Christie Embree	06/06/2023
	<i>Notes:</i>			
10/20/17	Inventory school technology for necessary upgrades or additions and identify computers that need to be fixed or discarded.		Christie Embree	06/04/2024
	<i>Notes:</i>			
10/20/17	Analyze local funding to determine budgets that can produce enough funds for meaningful purchase of necessary technology.		Michael Crider	06/04/2025
	<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:			The school communicates effectively with the community on a weekly basis through the use of an automated calling system (School Messenger) that sends a phone call out to all parents/guardians on Sunday evenings. This phone call is generated by the principal and is mainly for notification of school-wide events and important dates. Additionally, this phone call is also sent to parents and staff as an email if a valid email is entered for the individual in PowerSchool. Administration also communicates with parents/guardians of students for behavior issues and/or academic issues. Guidance and the student advocate also contact parents and guardians for academic issues as well as attendance issues. Letters are sent home for students who have reached a certain level of unexcused absences; excessive absences can warrant a conference with guidance or even a home visit by the social worker. Interim reports and report cards are sent home every quarter and each report card is signed and observed by the administration. While communication from staff to parents is required and mostly	Limited Development 05/03/2017		

	effective, processes need to continue to be in place to further improve the communication between parents and staff members on a consistent basis.			
How it will look when fully met:	While our school communicates a lot of different things in a variety of ways, we hope to make this a constant among all staff members. Full implementation would involve staff members calling parents for face-to-face conferences to discuss issues with grades or behavior as well as contacting all parents that they teach at the beginning of the school year to establish a foundation for positive communication. Our school continues to utilize social media to promote school events and teachers continue to update their Canvas pages with important announcements. Many teachers also use the Remind application to communicate with parents when a class announcement needs to be provided to remind students of upcoming dates.		Michael Crider	06/06/2024
Actions		2 of 3 (67%)		
9/23/20	The school will utilize Facebook as another method by which to communicate information to our community, further utilizing social media to keep parents and students in the loop.	Complete 05/04/2023	Christie Embree	06/04/2023
<i>Notes:</i>				
10/10/19	Establish and regularly maintain a school Instagram account to help with dissemination of information.	Complete 05/04/2023	Christie Embree	06/12/2023
<i>Notes:</i>				
9/19/17	Certified staff members will submit list of students "at risk" of failing and provide proof of parental contact (or attempted contact).		Kristie Smith	06/04/2024
<i>Notes:</i>				

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
Initial Assessment:		The school does communicate with the community at large through phone calls and emails, as well as required documents that are sent home on dates designated by the school system. The school will benefit from greater attention to information on the school website and will also work with the Public Information Officer (Tim Moody) to explore alternate ways in which to disseminate information. Community input is found in organizations such as the Parent Teacher Organization (PTO)	Limited Development 05/03/2017	
				Target Date

	and the Athletic Boosters, and parent membership is requested for the School Improvement Team. Flyers that are sent home are now primarily sent electronically through the use of Peachjar.			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	<p>Teachers and staff members will ensure that their school webpages have pertinent and current information. Announcements and phone call messages will continue to be routine and contain up-to-date information. The school will utilize social media to promote events and communicate with the public, while administration will continue to email a staff newsletter on a weekly basis to keep staff members informed of school events and meetings.</p> <p>Prior to September '22 input:</p> <p>4/30/19 - More staff members are utilizing Canvas as an online platform for students to submit assignments and take quizzes. However, more work needs to be done across the school to increase webpage usage.</p> <p>8/10/21 - All school staff, due to necessity of remote instruction during school closure and subsequent hybrid attendance during the 20-21 school year, have been adequately trained on Canvas and will be expected to continue updating their Canvas pages to ensure that all students have access to essential resources and assignments. Additionally, our school utilizes a variety of social media platforms, as well as weekly messages through phone and email, to disseminate information to the community. Our dependence on social media to communicate adequately with all stakeholders during the pandemic has increased our potential to ensure that all parents and students are informed of necessary information.</p>	Objective Met 05/04/23	Christie Embree	06/06/2023
Actions				
10/20/17	Southwestern Randolph Middle School will use their various social media accounts to communicate with parents and the community at least biweekly. Tweets, Facebook/Instagram posts can be reminders, announcements, or a highlight of campus/classroom activities.	Complete 06/04/2021	Brittany Roberti	06/05/2021
<i>Notes:</i>				
10/20/17	6th grade teachers will ensure that their webpage and Canvas course page includes up to date information that is easily accessible including major assignments/events as well as tutoring days. Teachers will	Complete 05/03/2022	Christie Embree	06/05/2022

	update Canvas regularly to ensure that this information is present and easily found.			
<i>Notes:</i>				
10/20/17	7th grade teachers will ensure that their webpage and Canvas course page includes up to date information that is easily accessible including major assignments/events as well as tutoring days. Teachers will update their Canvas pages regularly to ensure that this information is present and easily found.	Complete 05/03/2022	Christie Embree	06/05/2022
<i>Notes:</i>				
10/20/17	8th grade teachers will ensure that their webpage and Canvas course page includes up to date information that is easily accessible including major assignments/events as well as tutoring days. Teachers will update their Canvas pages regularly to ensure that this information is present and easily found.	Complete 05/03/2022	Christie Embree	06/05/2022
<i>Notes:</i>				
10/20/17	Elective teachers will ensure that their webpage and Canvas course page includes up to date information that is easily accessible including major assignments/events as well as tutoring days or after school meetings. Teachers will update their Canvas pages regularly to ensure that this information is present and easily found.	Complete 05/04/2023	Christie Embree	06/05/2023
<i>Notes:</i>				
Implementation:		05/04/2023		
Evidence	5/4/2023 - Our school regularly utilizes Facebook, Instagram, School Messenger, and teacher Canvas pages to communicate information electronically. School Messenger also sends email scripts of Sunday messages to Powerschool users who have a valid email on file.			
Experience	5/4/2023 - Classroom teachers on all grade levels have been expected to keep updated Canvas pages and regularly ensure that students have access to assignments, whether through Canvas or on paper. The school has consistently made every effort to communicate events, updates, important information, and other items to the school community.			
Sustainability	5/4/2023 - This is an ongoing effort, and will be a continuation of what we have done this year in regard to ensuring the our community is aware of what is going on at school and during school.			



NCStar/SIP Mandatory Components

School Name: Southwestern Randolph Middle School

School Year: 2023-2024

Duty-Free Lunch

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

Southwestern Randolph MS is requesting a waiver from the state-required on-going operational activity of providing a daily duty-free lunch for teachers.

The laws which the waiver is requesting exemption from are:

115C-301.1. Duty-free instructional planning time.

115C-105.27. Development and approval of school improvement plans.

Grade level teachers are required to supervise students within their classrooms during lunch. It is not possible, while maintaining student safety, to offer teachers a duty-free lunch period on a daily basis. Our School Improvement Team has approved our current plan for supervising student lunch periods.

Duty-Free Instructional Planning

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

All full-time assigned classroom teachers shall be provided duty-free instructional planning time during regular students contact hours. The duty-free instructional planning time shall be provided to the maximum extent that provides for the safety and proper supervision of children during regular student contact hours. Planning periods of at least 90 minutes are provided every day for teachers on all grade levels. The expectation exists that teachers will take part in PLC's and/or grade level meetings that will total 90 minutes per week; however, this still leaves teachers with roughly six hours of planning time that is largely uninterrupted.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

5th grade students entering the 6th grade are visited at their home school by our guidance counselors early in February and a “Transition Night” is held for rising 6th grade students so they can receive general information about middle school and we can address frequently asked questions and concerns. Additionally, 5th grade students are given a school tour in late April or May by 8th grade outgoing Beta Club students and are given an opportunity to interact more closely with 6th grade teachers and support staff. The Transition Night and School Tours can be conducted virtually if COVID restrictions must be reinstated, and our school has accomplished this in the past when it has been deemed necessary. Over the summer, the principals of the elementary schools conference with the middle school principal to address potential issues and separate students as necessary to avoid student conflict.

8th grade students are given a tour of the high school in late February and the high school we feed into (SWRHS) has a parent night for rising freshmen at a later date so parents can receive similar information but also help their students make better choices about what classes they will attend. HS counselors come down to register 8th grade students in high school courses in March. Early College comes to our school to present to 8th grade students interested in applying as early as November and our guidance department walks interested students through the process.

In addition to all of these items, the principal of the middle school schedules walkthroughs with principals at Seagrove ES, Southmont ES, and Southwestern Randolph HS twice during the school year as a way of building community and lines of communication. All items listed in this section are dependent on CDC guidelines and local procedures allowing visitors into other schools; however, at this time there are no restrictions on visits from school system employees.