RANDOLPH
County School System

Southwestern Randolph Middle School

School Improvement Plan

2017-2018

Comprehensive Progress Report

Mission:

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continued improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on the beliefs that:

- All students can learn;
- All students will be taught in a safe and nurturing learning environment;
- All students deserve a teacher who is qualified and well-prepared;
- All students deserve access to instructional resources managed in a fiscally responsible manner; and
- All stakeholders share the responsibility and accountability for student learning.

Goals:

By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above "Level 3" and all subgroups of students will perform at the "Expected Growth" Level or higher.

| ! = Past Due Actions   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
Initial Assessment:			Teachers and staff reinforce code of conduct expectations in town hall meetings at the beginning of the school year. We utilize Cougar Time block for the first several weeks of school to review classroom-based expectations, rules, and procedures. Several teachers utilize PowerPoint presentations for this, while others have expectations posted in classrooms as either posters created by the teacher or "social contracts" which have been developed by the teacher and the students of the class. Letters and code of conducts are sent home to parents regarding classroom expectations, which are then signed and returned, demonstrating evidence of acknowledgement.	Limited Development 08/10/2017		
How it will look when fully met:			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.		Michael Crider	06/08/2018
Action(s)	Created Date			0 of 3 (0%)		
1	8/10/17		ISS will monitor and record information on students who are sent to ISS for a "time out"		Fennon Hunt	06/08/2018
	Notes:					
2	8/10/17		Mr. Crider will review discipline data quarterly and compare to the previous year.		Michael Crider	06/08/2018
	Notes:					
3	8/10/17		Walk through data will include observation on current classroom management effectiveness.		Kasey Wood	06/08/2018
	Notes:					

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Starting with the 2016-2017 school year, teachers were asked to submit unit plans as opposed to lesson plans, as they had been asked to turn in during previous years. This practice shifted the focus from day-to-day activities to having an end goal in mind concluding with the unit assessment. This practice has been enhanced with the implementation of Southern Regional Education Board (SREB) strategies in both language arts and math and staff members have worked diligently to continue using strategies gained from the training sessions as well as identifying staff members to work with for the 2017-2018 school year to help train so that we can meet our goal of 50% implementation among all staff members.	Limited Development 05/02/2017		
How it will look when fully met:			Professional Learning Teams (PLT's) will be structured, consistently held, and documented appropriately. PLT'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. PLT notes and lesson plans will be needed as evidence of consistent implementation.		Lisa Cagle	06/08/2019
Action(s)	Created Date			0 of 4 (0%)		
1		8/10/17	6th grade teachers will PLT weekly either among content or grade level. Meetings will be documented and contribute to development of lessons/assessments.		Martha Marsh	06/08/2018
	Notes:					
2		8/10/17	7th grade teachers will PLT weekly either among content or grade level. Meetings will be documented and contribute to development of lessons/assessments.		Lorraine Ridge	06/08/2018
	Notes:					
3		8/10/17	8th grade teachers will PLT weekly either among content or grade level. Meetings will be documented and contribute to development of lessons/assessments.		Tara Davis	06/08/2018
	Notes:					
4		8/10/17	Elective teachers will PLT weekly either among content or grade level. Meetings will be documented and contribute to development of lessons/assessments.		Kenny Butler	06/08/2018

		Notes:				
		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:			Instructional teams within the school are meeting on a regular basis and data regarding student performance gained from benchmark tests are discussed. There are areas where this data is used to drive reteaching or remediation, however, this is not observed as a school-wide implementation. Greater consistency should be shown in the implementation of similar resources to bolster the discussions in PLT groups and reflection should be documented in regard to these items to evaluate their effectiveness within the classroom setting.	Limited Development 05/03/2017		
How it will look when fully met:			PLT's (Professional Learning Teams) will have formal meetings that take place on a routine basis. These meetings will be documented in a way that is consistent across the school and feedback will be provided routinely by administration and/or lead teacher. Same grade level content areas will utilize this time to share materials, lesson activities, and assessments that are standards based. PLT's will also evaluate materials and activities used for effectiveness and differentiate them as needed to ensure student growth.		Lisa Cagle	06/08/2018
Action(s)	*Created Date*			0 of 6 (0%)		
1		10/20/17	6th grade content area PLTs meet at least once per month to discuss standards based activities, lessons, and assessments that are to be implemented across the subject for that grade level.		Doreen Castelloe	06/08/2018
		Notes:				
2		10/20/17	7th grade content area PLTs meet at least once per month to discuss standards based activities, lessons, and assessments that are to be implemented across the subject for that grade level.		Ashley Moody	06/08/2018
		Notes:				
3		10/20/17	8th grade content area PLTs meet at least once per month to discuss standards based activities, lessons, and assessments that are to be implemented across the subject for that grade level.		Tara Davis	06/08/2018
		Notes:				
4		10/20/17	In their PLT, 6th grade teachers will utilize data from benchmarks and check ins to drive instruction, aligning activities with areas of weakness for each subject area.		Joann Keeter	06/08/2018
		Notes:				

5	10/20/17	In their PLT, 7th grade teachers will utilize data from benchmarks and check ins to drive instruction, aligning activities with areas of weakness for each subject area.			Ashley Adams	06/08/2018
	Notes:					
6	10/20/17	In their PLT, 8th grade teachers will utilize data from benchmarks and check ins to drive instruction, aligning activities with areas of weakness for each subject area.			Karen Rouse	06/08/2018
	Notes:					

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		**Student support services**				
KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**		**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		As a school, we are currently working to identify how to design our school day around meeting the needs of students who would fall into the "Tier 1" of Multi-Tiered Student Support (MTSS) as well as how to properly utilize a remediation block that can be used to offer interventions and remediation for students who may be identified in Tier 2 or 3.		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 remediation blocks will consist of leveled assistance or enrichment for students in language arts and math.			**Pam Harden**	**06/08/2018**
Action(s)	***Created Date***			**0 of 3 (0%)**		
1	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 Tier 2 or Tier 3 supports.			Kasey Wood	09/26/2017
	Notes:					
2	9/19/17	Support staff will follow up with students who are deemed "at-risk" due to behavior, attendance, and/or academics.			Jane Braswell	09/28/2017
	Notes:	This will involve a variety of support staff members and may include varied resources depending on the area of need.				
3	9/19/17	School-wide professional development will focus on personalizing instruction.			Lisa Cagle	10/03/2017
	Notes:					

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:		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 Communities in Schools activities such as the Reality Store and Career Day. 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.	Limited Development 05/02/2017		
How it will look when fully met:		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.		**Michael Crider**	**02/28/2019**
Action(s)	*Created Date*		0 of 2 (0%)		
1	9/19/17	Professional development, with a focus of personalizing instruction, will have training in both cultural sensitivity and differentiation.		Lisa Cagle	10/03/2017
	Notes:				
2	9/19/17	PLT/Grade level teams will discuss student data to determine needs for remediation and extra support.		Kasey Wood	09/26/2017
	Notes:	Discussions regarding remediation needs will be documented in PLT minutes.			

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:		Content areas are meeting across grade levels to promote consistent transition to the subject over years. Transition nights are held for rising 6th and 9th graders. Middle school counselors visit elementary and high school counselors visit middle schools to talk about transition and essential information. Student tours are arranged for both rising 6th and 9th grade students. High school and college "language" is promoted in the classroom (i.e. GPA, major, minor, class ranking, percentile, community service requirements, etc.). 6th grade students visit Randolph Community College, while some 8th grade students also visit on a more individualized basis. Career day is held annually for all grade levels, giving students access to information on a variety of possible career fields and industries.	Limited Development 08/10/2017		
How it will look when fully met:		Students will be fully prepared for the next educational level with intentional scaffolding as the year progresses to prepare. Rising 6th and 9th students identified in the Exceptional Children (EC) program receive additional specialized support regarding transitions. EC students and their families also take part in transitional Individual Education Plan (IEP) meetings to cater student goals to resources offered at the next level of transition. Vertical walkthroughs at elementary and high schools take place to discuss student transitions to the respective school; furthermore, principals conduct walkthroughs vertically to prepare their students for expectations and procedures at the school students will be transitioning to.		**Brittany Roberti**	**06/08/2018**
Action(s)	Created Date		0 of 2 (0%)		
1	8/10/17	More 8th grade students to participate in RCC site based learning experience.		Pam Harden	06/08/2018
	Notes:				
2	8/10/17	Including instructional staff members on vertical visits to elementary and high schools.		Lisa Cagle	06/08/2018
	Notes:				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

				Implementation Status	Assigned To	Target Date
Initial Assessment:			Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry Chappell, Director of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology	Full Implementation 05/02/2017		
	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
Initial Assessment:			The School Improvement Team meets on a monthly basis, however, other groups that serve as extensions of the School Improvement Team meet throughout the month as well, creating a system where different teams can be counted on to properly monitor the implementation and effectiveness of scheduling, student monitoring, and data usage practices.	Full Implementation 05/03/2017		
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:			Staff members are assigned supervision responsibilities before, during, and after school at different areas of the school that require varying amounts of adult supervision. These schedules and assignments are distributed to staff members and they are able to work with their teammates and grade levels to coordinate coverage when they will be unable to fulfill the responsibility. Instructional planning is protected for teachers to collaborate with each other. Content colleagues are expected to meet on a weekly basis and departments are responsible for meeting once a month. Professional development is offered to staff members at the district level as well to offer continuing education for certification and professional growth.	Full Implementation 05/02/2017		

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:			The school has an expectation for students to have access to tutoring after school offered by each teacher once a week. The school also has a block of time that is set aside for remediation or enrichment. However, tutoring is as needed and the current block of time during the school day is used as an extension of a regular block. We strive to increase the student's desire to use tutoring effectively. Additionally, we hope to provide more structure for the remediation block that currently exists at our school.	Limited Development 09/19/2017		
How it will look when fully met:			Our goal is for the remediation or enrichment block to be used as a true opportunity to group students by achievement levels and offer appropriate remediation strategies or enrichment activities in language arts and math four days a week.		Kasey Wood	03/30/2018
Action(s)	Created Date			0 of 2 (0%)		
1	9/19/17		Data team will meet twice a month to plan and monitor the effectiveness of the grouping and instruction of leveled remediation/enrichment groups.		Brittany Roberti	11/02/2017
	Notes:					
2	9/19/17		Grade levels will revisit the grouping of students at the end of each quarter to effectively monitor student progression in language arts and/or math.		Beverly Allman	01/14/2018
	Notes:					

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. Administration provides feedback in a timely, appropriate manner for observations but processes still need to be followed consistently in regard to feedback for walkthroughs. Administration also needs to have a greater role in the facilitation of PLT's as teachers are meeting on a regular basis but are not keeping consistent records of minutes or agendas when meeting. The school system also does a district walkthrough of the school twice a year. The principal is the only individual in the school that is notified of the date and walkthroughs take place throughout the day, followed by a debrief with the walkthrough team of the observations noted. The principal is required to spend two hours a day in classrooms, which is generally followed outside of pressing student or community issues.	Limited Development 05/03/2017		
How it will look when fully met:		Feedback will be provided promptly to individual teachers and data from walkthroughs will be discussed as trends emerge across the school.		**Michael Crider**	**06/08/2018**
Action(s)	*Created Date*		0 of 2 (0%)		
1	9/19/17	Evaluation schedule for all certified staff members will adhere to due dates established by Human Resources.		Kasey Wood	04/17/2018
	Notes:				
2	9/19/17	Google walkthrough form will be created and utilized to show school-wide trends in instructional practice.		Lisa Cagle	09/19/2017
	Notes:	The form has been created and the team is in the process of using this form during the first grading period. The principal is also tracking time in classrooms through the use of a Google document and administration is tracking observations conducted on Google spreadsheet.			

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Quality of professional development**			
KEY **C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The school structures the following school year's professional development (PD) around the needs of the school as voiced by the School Improvement Team (SIT). Next year, the focus will mostly be on successfully implementing Multi-Tiered Student Support (MTSS) across the school and mainly determining what effective instruction looks like in the Tier 1 setting. Resources have been identified by the district's MTSS coach (Laurie Sypole) and school leadership is allocating resources to purchase some of these resources so they can be utilized by teams and grade levels. PD is also offered at the district level in regard to MTSS, Academically/Intellectually Gifted (AIG), and English Language Learners (ELL) programs so teachers can properly understand concepts of differentiation as they pertain to our students. Middle schools and high schools in our district are also involved in SREB training, which helps our schools and our teachers plan lessons around units and big questions that seek to enhance student problem-solving and application.	Limited Development 05/03/2017		
How it will look when fully met:	Data-driven PLT's and school meetings will drive all major decisions made at the school that impact instruction.		**Lisa Cagle**	**06/07/2019**
Action(s) **Created Date**		**0 of 3 (0%)**		
1 9/19/17	SREB strategies will be implemented in at least 50% of classrooms in our school by the end of the year.		Lisa Cagle	06/08/2018
Notes:				
2 9/19/17	PLT's will provide specific documentation of topics addressed in meetings.		Tara Davis	01/24/2018
Notes:				
3 9/19/17	Instructional walkthroughs will be conducted by district leadership and feedback will be provided to administration.		Michael Crider	04/11/2018
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**
Initial Assessment:	Recruiting - Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, Linkedin). - The LEA participated in a Virtual Job Fair to provide national exposure for applicants. - LEA administrators attend in-state and out-of-state job fairs. - The LEA collaborates with universities, colleges, etc. - The LEA recruits student teachers within RCSS. - The LEA provides possible offers of early contracts. - The new graduate list is shared with principals. - Principals make recommendations for employment. Evaluating - All BT and new employees are trained on the NC Teacher Evaluation Model. - School and District level walkthroughs occur throughout the school year. - The LEA follows district and state guidelines/laws. - HR meets with principals to review staffing plans. Rewarding - Pride Pens - Star3 Recognitions - BT of the Year - Teacher of the Year - Distinguished Educator - Outstanding Employee - Retirement Banquet - Bus Driver Award - Custodian Award - Recognition on Social Media Replacing - Recruitment plan - Value/utilize retirees - Human Resource (HR) interviews/recomme	Full Implementation 05/02/2017		

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:			The school, in the past, has used funds derived from remediation budgets to purchase carts of netbooks and Chromebooks for student use. These budgets have either been tied up primarily in district-contracted software, such as Achieve 3000, or not distributed altogether (as is the case this year) due to state budget cuts and class size ratio mandates. Still, the school holds a chocolate fundraiser in the fall to raise roughly $10000 to purchase approximately 20-25 Chromebooks. This is something we have tried to do for the last two years now including this current one. Our individual clubs also have purchased or are in the process of purchasing Chromebooks if they have the funds to do it. Student Council purchased 10 last year, our Yearbook Club is purchasing 15 this year, and we are looking at other opportunities for this as well. We are also planning on using a cart of laptops that connect to docking stations if teacher computers start to go out, which is a possibility given the age of some of the computers currently used by staff members.	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.		Beverly Allman	06/15/2019
Action(s)	Created Date			0 of 2 (0%)		
1	10/20/17		Analyze local funding to determine budgets that can produce enough funds for meaningful purchase of necessary technology.		Michael Crider	06/08/2018
	Notes:					
2	10/20/17		Inventory school technology for necessary upgrades or additions and identify computers that need to be fixed or discarded.		Beverly Allman	06/08/2018
	Notes:					

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 effective, processes need to continue to be in place to further improve the communication between parents and staff members on a consistent basis.	Limited Development 05/03/2017		
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.		Jane Braswell	02/21/2018
Action(s)	Created Date			0 of 2 (0%)		
1	9/19/17		The school will increase the use of Twitter for school-wide events.		Molly Kenyon	11/30/2017
	Notes:					
2	9/19/17		Certified staff members will submit list of students "at risk" of failing and provide proof of parental contact (or attempted contact).		Kenny Butler	04/24/2018
	Notes:					

Core Function:	Dimension E - Families and Community			
Effective Practice:	**Community Engagement**			
E2.02	**The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	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) 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.	Limited Development 05/03/2017		
How it will look when fully met:	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.		**Beverly Allman**	**06/08/2018**
Action(s)	**Created Date**		**0 of 5 (0%)**	
1	10/20/17	6th grade teachers will ensure that their webpage includes up to date information that is easily accessible including major assignments/events as well as tutoring days. Teachers will check their webpages quarterly to ensure that this information is present and easily found.	Doreen Castelloe	06/08/2018
	Notes:			
2	10/20/17	7th grade teachers will ensure that their webpage includes up to date information that is easily accessible including major assignments/events as well as tutoring days. Teachers will check their webpages quarterly to ensure that this information is present and easily found.	Ashley Moody	06/08/2018
	Notes:			
3	10/20/17	8th grade teachers will ensure that their webpage includes up to date information that is easily accessible including major assignments/events as well as tutoring days. Teachers will check their webpages quarterly to ensure that this information is present and easily found.	Tara Davis	06/08/2018

		Notes:			
4	10/20/17	Elective teachers will ensure that their webpage includes up to date information that is easily accessible including major assignments/events as well as tutoring days or after school meetings. Teachers will check their webpages quarterly to ensure that this information is present and easily found.		Sarah Piper-Kidd	06/08/2018
		Notes:			
5	10/20/17	Southwestern Randolph Middle School will use the Twitter platform to communicate with parents and the community at least biweekly. Twitter posts can be reminders, announcements, or a highlight of campus/classroom activities.		Brittany Roberti	06/08/2018
		Notes:			

RANDOLPH
County School System

School: Southwestern Randolph Middle School

School Year: 2017-2018

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	Michael Crider		10/12/17
Asst. Principal	Kasey Wood		10/12/17
Lead Teacher (chair)	Lisa Cagle		10/12/17
6th Grade Math/Science Teacher	Doreen Castelloe		10/12/17
7th Grade Language Arts Teacher	Ashley Moody		10/12/17
8th Grade Math 8/Math I Teacher	Tara Davis		10/12/17
Band/Chorus Teacher	Kenny Butler		10/12/17
Media Specialist	Beverly Allman		10/12/17
Cross-Categorical Teacher	Jessica Latham		10/12/17
Guidance Counselor	Pamela Harden		10/12/17
Guidance Counselor	Brittany Roberti		10/12/17
Treasurer	Cindy Johnson		10/12/17
Parent Representative	Mark Waisner		10/12/17

NCStar/SIP Mandatory Components

School Name: Southwestern Randolph Middle School

School Year: 2017-2018

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.*
>
> **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. Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.**

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.

> **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 will 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. 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 conducts walkthroughs with principals at Seagrove ES, Southmont ES, and Southwestern Randolph HS twice in the first semester as a way of building community and lines of communication.

Safe School Plan for **Southwest Randolph Middle School**
Pursuant to General Statue 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.
Name and role of person(s) responsible for implementing this plan:
Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.
In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur: *If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.*
Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.
If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the *principal's personnel file and disciplinary proceedings under General Statute 115C-325.*
Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:
Assistant Principal(s): **Teachers:**   **All school personnel are responsible for maintaining a safe, secure, and orderly school environment in**   **accordance with RCSS and school developed crisis management plans.** **Teacher Assistants:** **Other School Staff:**
Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both: **The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).**

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Short-Term (less than 15 days):
Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):
Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:
Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: **Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

Target: **Increase staff awareness and implementation of safety procedures throughout the campus**

Indicator: **Rosters of staff trainings; safety drill logs; visitor logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk

students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):
Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**
Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**
Indicator: **Discipline data, attendance data, suspension data, MTSS logs**
Milestone Date: **Quarterly**
Goal:
Target:
Indicator:
Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planed or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

Maintain the Sheriff's Department as a community partner as it continues to provide:
- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

Maintain established protocol for communication and collaboration with community agencies that provide support to students.

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:
- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**