



**Randleman Middle School
School Improvement Plan
2019-2020**

Comprehensive Progress Report

Mission: The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous 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.

Vision: The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our 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:
Students First in All We Do



! = 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>		Based on discipline data from the 2018-2019 school year, many teachers effectively establish and maintain effective classroom rules and procedures. As we begin the 2019-2020 school year, our goal is to focus on ALL teachers maintaining high expectations and consistently enforcing school-wide and classroom rules and procedures. While we do not have a significant percentage of beginning teachers on staff, support needs to be provided in this area to those we do have on staff.	Limited Development 10/08/2017			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		When this is fully implemented, school staff will consistently enforce school-wide and classroom procedures and students will be able to self-correct their behaviors in order to maintain a positive learning environment. Students will develop leadership skills by modeling		Todd Beane	06/04/2021	

positive behaviors. In addition, there will be a decrease in number of discipline referrals.

Actions		0 of 7 (0%)		
10/8/17	Professional development such as, Effective Classroom Management Module will be provided as needed through self-paced online modules on True North Logic.		Melanie Richey	05/29/2020
<i>Notes:</i> Will be assigned to employees as needed.				
10/8/17	Currently, fifth grade teachers implement Class Dojo as a means of reinforcing positive classroom behavior as well as communicating with parents regarding both positive and negative behaviors. They will share this tool with other teachers in an attempt to increase utilization.		Melanie Richey	06/01/2020
<i>Notes:</i>				
10/8/17	Students will be given an opportunity to reflect on negative behavior choices and indicate what different choices could be made in the future.		Cynthia Shaner	06/09/2020
<i>Notes:</i>				
10/8/17	Beginning teacher (BT) monthly meetings will include professional learning experiences for new teachers.		Jill Kennington	06/09/2020
<i>Notes:</i>				
10/8/17	Discipline data will be maintained, reported and analyzed to determine students needing additional assistance as well as teachers requiring support.		Todd Beane	07/01/2020
<i>Notes:</i>				
10/8/17	At the beginning of the school year, teachers will conduct activities designed to create a sense of community within individual classes.		Melanie Richey	10/01/2020
<i>Notes:</i>				
11/4/18	Discipline data will be maintained, reported and analyzed to determine if changes in school-wide procedures based on 2018-2019 data have been effective in reducing incidents.		Melanie Richey	11/01/2020
<i>Notes:</i> April 2019 - Data will be collected at year end and evaluated over the summer. When the leadership team has their meeting prior to the start of the 2019-2020 school year, these data will be discussed and changes to procedures will be made as needed.				
Implementation:		06/12/2018		

Evidence	5/1/2018 Class Dojo records, discipline data and a folder on Google Drive with team and community building activities are some of the items used as evidence.			
Experience	5/1/2018 Teachers began the year by completing activities geared toward creating a sense of community within each classroom, the grade level and the school as a whole. Students participated in creating classroom norms and expectations for supportive behavior. The 5th grade teachers and some EC and elective teachers have implemented Class Dojo as a means of supporting classroom management efforts as well as maintaining constant communication with parents. The response to this tool has been overwhelmingly positive from both teachers and parents.			
Sustainability	5/1/2018 A continued and expanded effort to create community in the school will help teachers in the classroom as well as provide students with the tools needed to learn empathy, respect and caring for each other. Teachers who have successfully implemented Class Dojo will present information to other staff in an effort to expand the use of this tool.			

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:		Grade level, subject based professional learning teams meet weekly to create and plan instructional activities which are standards aligned. These teams are expected to utilize common formative assessments, NC Check-Ins, iReady, Into Math (5th grade) and Open Up (6th-8th grades) assessments to evaluate student progress and modify instruction as needed. While focusing on grade level content standards, teams will also evaluate assessment data and plan for standards aligned remediation and enrichment as needed.	Limited Development 09/20/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		Teams will have met weekly to create and plan standards aligned instructional activities. While delivery may vary from classroom to classroom, instructional activities will be consistent across grade level content areas. At each meeting, members will complete notes using a template provided to them.		Dawn Jenkins	06/04/2021

Actions		0 of 6 (0%)		
10/2/18	Provide access to new standards and instructional resources for ELA and Math PLTs.		Dawn Jenkins	06/01/2020
<i>Notes:</i>				
10/16/17	Schedule weekly PLT meetings to accommodate common planning, providing classroom coverage where needed.		Melanie Richey	06/07/2020
<i>Notes:</i>				
10/2/18	Remediation and enrichment groups will be fluid based on standards aligned common and classroom assessment data as well as NC Check-Ins.		Melanie Richey	05/31/2021
<i>Notes:</i>				
10/2/18	Fifth grade teachers will participate in PD/planning sessions with district lead teachers.		Dawn Jenkins	06/04/2021
<i>Notes:</i>				
10/2/18	Teachers will maintain and keep current grade level data workbooks.		Melanie Richey	06/04/2021
<i>Notes:</i>				
9/21/19	Grade level content area PLTs will have progress monitoring meetings with the principal.		Melanie Richey	06/12/2021
<i>Notes:</i>				
Implementation:		09/21/2019		
Evidence	5/1/2019 A sample of PLT notes will be uploaded. Data workbooks contain confidential student information and can be shared if desired but will not be uploaded into NC Star. New math and ELA standards can be located on the DPI website.			
Experience	5/1/2019 Teachers have maintained data workbooks, met as both grade level and content area PLTs and have participated in PD designed to meet the needs of students.			
Sustainability	5/1/2019 Data analysis will continue into next year. Math scores will be delayed but all other available data will be reviewed at the end of the school year and adjustments will be made for the 2019-2020 school year.			
A2.25	The teacher builds students' ability to use a variety of learning tools.(5339)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Limited Development 11/04/2018		
Teachers have participated in professional development to learn more ways of supporting student learning. In order to support student				

	learning, teachers will integrate various digital and non-digital tools into their instruction.			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	Teachers will have gained an understanding of and comfort in using a variety of tools to enhance student learning. They will have participated in and/or led professional learning sessions to increase their options for digital and non-digital tools.		Melanie Richey	06/09/2020
Actions		0 of 4 (0%)		
11/4/18	The media specialist will conduct digital learning sessions for teachers.		Lisa Andreoli	05/01/2020
	<i>Notes:</i>			
11/4/18	The media specialist will co-teach lessons involving digital tools with classroom teachers.		Lisa Andreoli	05/01/2020
	<i>Notes:</i>			
9/22/19	Teachers will participate in professional learning designed to increase their use of tools to support student learning.		Melanie Richey	06/09/2020
	<i>Notes:</i>			
9/22/19	Teachers will lead professional learning sessions where they will share with colleagues digital and non-digital tools to support student learning.		Melanie Richey	06/09/2020
	<i>Notes:</i>			
Implementation:		05/01/2019		
Evidence	5/1/2019 List of sessions offered and PD log will be uploaded.			
Experience	5/1/2019 Teachers who were previously uncomfortable or lacked knowledge in digital competencies participated in PD sessions and gained the skills needed to transfer to their classrooms.			
Sustainability	5/1/2019 PD in digital learning competencies will continue in the 2019-2020 school year.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	Data analysis and instructional planning			
A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Currently, all core content teachers maintain data workbooks which include previous year NCFE and EOG data as well as current year common formative assessment and NC Check-Ins data. Teachers meet as grade level teams as well as grade level, content area PLTs to review data and inform instruction.	Limited Development 11/04/2018		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When fully implemented, all grade level teams and grade level, content area PLTs will effectively use student data to provide ongoing remediation and enrichment as well as inform instruction.		Melanie Richey	06/04/2020
Actions		0 of 5 (0%)		
11/5/18	Using data from Data Mart, data workbooks containing year end scores and demographic information will be created for all core content subjects in each grade level.		Melanie Richey	11/30/2019
<i>Notes:</i>	October 2019 - Workbooks were created and shared with all instructional staff.			
11/5/18	Teachers will enter common formative assessment (CFA) and NC Check-Ins (benchmark) data for each student into the data workbooks.		Melanie Richey	04/30/2020
<i>Notes:</i>				
11/5/18	Grade level teams will analyze NC Check-Ins data and discuss next steps needed for instruction, remediation and/or enrichment.		Melanie Richey	04/30/2020
<i>Notes:</i>				
11/5/18	Grade level, content area PLTs will analyze data to inform instruction. Dawn Jenkins, Lead Teacher will meet with PLTs to provide support.		Dawn Jenkins	05/31/2020
<i>Notes:</i>				
11/8/18	Teachers will be taught how to use Data Mart as a tool for analyzing past and current student data, examining projections and informing instruction.		Melanie Richey	12/01/2020
<i>Notes:</i>				
Implementation:		10/13/2019		
Evidence	5/1/2019 All artifacts for this objective contain confidential student data.			

Experience	5/1/2019 Teachers participated in the sharing of data and data analysis activities in such a way as to best meet the needs of their students.			
Sustainability	5/1/2019 In the coming school year, teachers will continue using these tools and will meet with administration and the lead teacher to discuss student progress and make needed changes to instruction. In addition, there will be a greater emphasis on the fluidity of students in the remediation and enrichment time.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The master schedule includes time each day for remediation and/or enrichment. Teaching teams are expected to use data from NC Check-Ins, common formative assessments and classroom assessments to group students based on academic need. Differentiated instruction is an area where teachers feel more resources and professional learning are needed to fully implement and reach the individual needs of students across all tiers. In addition, 2018 NC Teacher Working Conditions Survey data reveal xx% of teachers feel they need additional support with differentiation. The school MTSS team meets monthly.	Limited Development 09/20/2016		
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Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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How it will look when fully met:	When this objective is fully met, there will be an improvement in Tier 1 instructional practices. There will be an increase in the percentage of students demonstrating growth and achieving grade level proficiency on end of the year testing. Teachers will have received support in differentiation and 2018 NC Working Conditions results will show a decrease in the percentage of teachers needing professional development in this area.		Jennifer Prince	06/04/2021
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Actions		0 of 4 (0%)		
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10/9/17	Teachers will analyze NC Check-Ins data and modify instruction as needed.		Melanie Richey	05/31/2020
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Notes:				
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10/9/17	The MTSS team will meet monthly to problem solve and provide support as needed.		Cynthia Shaner	06/08/2020
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		<i>Notes:</i>			
	10/9/17	Students will receive remediation and/or enrichment through Tiger Time.		Melanie Richey	06/08/2020
		<i>Notes:</i>			
	10/9/17	Teachers will receive professional development and support in differentiating instruction.		Dawn Jenkins	06/04/2021
		<i>Notes:</i> Spring 2019 - Professional development was provided for teachers in other areas where need was indicated. Ms. Jenkins arranged for the district ESL lead teacher to provide PD on differentiating instruction for ELs for classroom teachers. Results of the NC Teacher Working Conditions Survey will provide additional information needed to determine PD needs for next year.			
Implementation:			10/13/2019		
	Evidence	5/1/2018 MTSS team minutes (stored in Indistar) as well as professional development logs are some of the evidences used for this objective.			
	Experience	5/1/2018 Following each administration of the NC Check-Ins benchmark, grade level teams reviewed and analyzed data with administration. Teachers planned next steps and utilized the NC Check-Ins materials during instruction. The MTSS team meets monthly and evaluates the progress of students in the MTSS process. The lead teacher arranged for the district ESL lead teacher to come to RMS and provide PD on differentiating instruction for ELs. In addition, the lead teacher provided PD through canvas focused on best instructional practices. She also facilitated the increased implementation of MDC and LDC with all grade level content area teachers participating. Tiger Time is used as a time for teachers to provide remediation and/or instructional support to students who are not meeting grade level expectations in the regular classroom.			
	Sustainability	5/1/2018 When NC Teacher Working Conditions Survey results are released, results will be evaluated to determine professional development needs for next year. With NC Check-Ins expanding to other grade levels next year, the process of reviewing and analyzing data will be continued to support student learning.			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		RMS is safe, orderly, and inviting, and staff work to create an environment conducive to learning. Competent, caring adults create a nurturing community where students feel connected to "Tiger Nation."	Limited Development 09/20/2016		

	The administration is visible and accessible, providing opportunities for staff, students, and parents to share ideas and to voice concerns. Behavioral and procedural expectations are evident, supporting effective use of instructional time. Teachers plan collaboratively and engage in dialogue about students, instructional strategies, and resources. The staff provides structures to meet the social and emotional needs of students, allowing students to focus on academics.			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	Guidance counselors will share information on support services with teachers to increase their awareness of available programs. Guidance counselors will work with classes on counseling lessons that address emotional issues and needs. Student backgrounds are revisited during grade level team meetings to ensure teachers understand students' history. Parent consultation will be frequently updated when necessary. Professional development will be offered on effective teams and supporting social emotional learning. Olweus anti-bully lessons will be implemented on a regular basis. The Randleman Middle School student handbook and Randolph County School System parent/student handbook are referenced as needed to remind students of behavior expectations and consequences. Evidences to show this objective is fully implemented include guidance counselor list of services, counseling lessons, parent contact logs, team meeting agendas/notes, bully lesson plans and professional development notes.		Cynthia Shaner	06/04/2021
Actions		0 of 3 (0%)		
9/28/16	Professional development will be offered on supporting social emotional learning.		Cynthia Shaner	12/09/2020
	<i>Notes:</i>			
9/28/16	Guidance counselors will work with classes on counseling lessons that address emotional issues and needs.		Monica Handy	04/21/2021
	<i>Notes:</i>			
9/28/16	Guidance counselors will share information on support services with teachers to increase their knowledge of available programs.		Cynthia Shaner	06/09/2021
	<i>Notes:</i>			
Implementation:		11/08/2018		
Evidence	11/8/2018 The lead teacher conducted the index card activity. A record of her meetings with teachers is in her lead teacher log. In addition,			

		counselors have records of lessons conducted as well as meetings with students.			
	Experience	11/8/2018 Teachers participated in an activity focused on building relationships with students. Counselors conducted lessons focused on social emotional health and relationships.			
	Sustainability	11/8/2018 Counselors as well as the student advocate and social worker will continue focusing efforts on building relationships with students and providing support for their social, emotional, physical and educational needs.			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To
					Target Date
	Initial Assessment:	Currently, we provide transition supports for the 4th grade students at Randleman Elementary School, 5th grade students at New Market and Level Cross and our own 8th grade students. Transition events, tours and scheduling meetings are some of the ways these students are provided with the support needed. In addition, special education teachers attend IEP meetings at the elementary schools to ensure students' learning needs will be met. High school special education teachers attend IEP meetings here for the same reason.	Limited Development 10/18/2017		
	How it will look when fully met:	Incoming 4th and 5th grade students will indicate a decrease in anxiety upon beginning the school year. Eighth grade students will be aware of all high school course options as well as have the opportunity to apply to the Randolph Early College High School and Uwharrie Ridge 6-12. Parents will indicate satisfaction with the home-school communication.		Melanie Richey	05/29/2020
	Actions		0 of 7 (0%)		
	10/2/18	Parents, students and staff will complete Speak Up surveys.		Lisa Andreoli	04/30/2020
	<i>Notes:</i>				
	10/2/18	Current 8th grade students will participate in tours of Randleman High School.		Cynthia Shaner	05/01/2020
	<i>Notes:</i>				

10/2/18	The school counselor will visit feeder schools for transition meetings.		Monica Handy	05/01/2020
	<i>Notes:</i> Ms. Shaner met with the counselors at RHS. She also attended an event for counselors at the RECHS. Ms. Handy attended transition night at New Market Elementary and visited classrooms at Randleman Elementary, New Market Elementary and Level Cross Elementary.			
10/18/17	A transition night for current 4th grade students at Randleman Elementary school will be held to introduce the 5th grade academy.		Monica Handy	05/15/2020
	<i>Notes:</i>			
10/2/18	RMS EC teachers will attend feeder school IEP meetings and RHS EC teachers will attend 8th grade IEP transition meetings.		Jennifer Benner	06/09/2020
	<i>Notes:</i> This will continue through the end of the school year.			
10/2/18	A Tiger Camp will be held for all rising 6th grade students.		Monica Handy	08/01/2020
	<i>Notes:</i>			
10/2/18	Open Houses will be offered by grade level.		Melanie Richey	08/31/2020
	<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>The LEA has an LEA Support and Improvement Team:</p> <p>Catherine Berry, Assistant Superintendent for Curriculum and Instruction</p> <p>Larry Chappell, Director of Director of Instructional Support Services/Title II/Title V</p> <p>Nancy Cross, Director of CTE and Middle Schools</p> <p>Beth Davis, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Cathy Waddell, Director of High Schools and ESL</p> <p>Brooke Johnston, Director of Exceptional Children</p>	Full Implementation 11/04/2018			

		Shenna Creech, Director of Digital Teaching and Learning				
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>		Currently, there is a school leadership team consisting of the principal, assistant principals, teachers representing each grade level, support staff, classified staff and parents. The leadership team meets monthly and the MTSS team meets monthly. In both of these meetings, implementation of effective practices is reviewed.		Limited Development 10/31/2019		
<i>How it will look when fully met:</i>		When fully implemented, the leadership team will not only meet regularly, but will make decisions based on feedback from all staff. The team will review implementation of instructional practices, make recommendations for budget expenditures, review school data, and make procedural decisions for the school.			Anthony Finlen	09/04/2020
Actions				0 of 3 (0%)		
	10/31/19	The team will revisit the school's mission and vision and create updated mission and vision statements.			Anthony Finlen	04/30/2020
		<i>Notes:</i>				
	10/31/19	The team will review data from multiple sources (ex: NC Check-Ins, i-Ready, EVAAS) to determine progress and make recommendations for next steps.			Melanie Richey	08/31/2020
		<i>Notes:</i>				
	10/31/19	The leadership team chair will meet with the principal to plan meetings and will communicate with team members as needed.			Anthony Finlen	09/04/2020
		<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Distributed leadership and collaboration				
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There are established specific times for grade level meetings, team meetings and professional learning team meetings throughout the		Limited Development 09/20/2016		

	work week. Other meetings include faculty meetings, leadership team meetings, MTSS, beginning teacher/mentor meetings and data meetings on protected Tuesdays. Committees that meet as needed include the attendance committee, crisis team, Olweus committee, and autism committee. Each teacher has a common planning time along with teachers from their grade level. Each grade level has bimonthly grade level meetings and content area planning meetings.			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	When fully implemented, the team structure will provide teachers time to evaluate student data, plan instruction, and be provided professional learning opportunities.		Dawn Jenkins	06/05/2020
Actions		0 of 3 (0%)		
10/31/19	Administration will meet with grade level teams following each NC Check-In to review and analyze data.		Melanie Richey	05/01/2020
	<i>Notes:</i>			
10/18/17	Grade level, content area teams will meet weekly to plan instruction based on data from common assessments and NC Check-Ins.		Dawn Jenkins	06/04/2020
	<i>Notes:</i>			
10/2/18	The lead teacher will meet with grade level, content area teams to provide instructional support and guidance in analyzing data.		Dawn Jenkins	06/04/2020
	<i>Notes:</i>			
Implementation:		05/01/2019		
Evidence	5/1/2019			
Experience	5/1/2019			
Sustainability	5/1/2019			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The principal, who is in her first year, is making classroom observations focused on tier 1 instruction a priority. She will visit classrooms daily and provide teachers with clear, concise and descriptive feedback.	Limited Development 10/13/2019		
How it will look when fully met:	When this objective is reached full implementation, the principal will visit every classroom at least once per week. With all visits, teachers will be provided with relevant, descriptive feedback intended to support, encourage and challenge for growth.		Melanie Richey	06/04/2021
Actions		0 of 2 (0%)		
10/13/19	Visit each classroom once per week.		Melanie Richey	06/09/2020
	<i>Notes:</i>			
10/13/19	Provide teachers with effective feedback focused on tier 1 instruction.		Melanie Richey	06/09/2020
	<i>Notes:</i>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Current structures in place include weekly professional learning team meetings, regular team meetings, quarterly department meetings and regular common assessments (every 4.5 weeks). Attention is given to individual student data, class data, grade level data (common assessments), school data, end of grade (EOG) assessment data, Educational Value-Added Assessment System (EVAAS) data and department data. Considerations for professional development are based on county initiatives, teacher need and available resources.		Limited Development 09/20/2016		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When fully implemented, grade level and content area teams will be able to evaluate and analyze data to determine next steps for students. Professional learning opportunities will be provided for teachers to aid			Melanie Richey	12/18/2020

	them in both analyzing data and planning effective instruction based on their analysis.			
Actions		0 of 3 (0%)		
10/18/17	The re-rostered list from Data Mart will provide teachers with individual student data from the prior year's end of grade testing.		Melanie Richey	11/20/2019
<i>Notes:</i>				
10/18/17	Regular education, special education and ESL teachers will maintain data workbooks which include common assessment, NC Check-Ins, i-Ready and end of grade results for all students.		Melanie Richey	06/08/2020
<i>Notes:</i>				
10/18/17	Reports from Data Mart and PowerSchool will be utilized to determine students at risk of failure.		Melanie Richey	09/01/2020
<i>Notes:</i>				
Implementation:		10/13/2019		
Evidence	5/1/2018 Grade level data workbooks are evidence for this objective.			
Experience	5/1/2018 The re-rostered list generated from Data Mart were used to create data workbooks for each grade level. Throughout the year, teachers (including EC & ESL) have had access to these workbooks. Following each common assessment and benchmark, the workbooks are updated. Teachers then evaluate data to determine students at risk of failure. In addition, during PLT meetings, data are discussed.			
Sustainability	5/1/2018 All administrators and the lead teacher have now received Data Mart training. This tool will continue being utilized as a means of tracking student data.			

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:		C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. <u>Recruiting</u>	Full Implementation 11/04/2018		

	<ul style="list-style-type: none"> • 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). • LEA administrators attend job fairs. • The LEA collaborates with universities, 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. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • 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. <p><u>Rewarding</u></p> <ul style="list-style-type: none"> • Pride Pens • Star 3 Recognitions • BT of the Year • Teacher of the Year • Distinguished Educator • Outstanding Employee • Retirement Banquet • Bus Driver Award • Custodian Award • Recognition on Social Media <p><u>Replacing</u></p> <ul style="list-style-type: none"> • Recruitment plan • Value/utilize retirees • HR interviews/recommends guidelines 			
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Core Function:	Dimension D - Planning and Operational Effectiveness			
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Effective Practice:	Facilities and technology			
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	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The custodial staff work to create a clean and safe school environment both inside and outside the building. Teachers, counselors, student advocate and school administration maintain contact with families to ensure students' physical, social, emotional, and behavioral needs are being met.	Limited Development 11/05/2018		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	When fully implemented, an increased number of students will indicate they feel safe, have at least one adult they trust and overall enjoy being at school. Since their physical, social, emotional, and behavioral needs are being met, students will be able to focus on learning while at school. The school building and grounds will be maintained so as to provide a safe environment conducive to learning.		Cynthia Shaner	06/05/2020
Actions		0 of 3 (0%)		
11/5/18	Fifth grade students will participate in guidance lessons focused on physical, social, emotional, and behavioral needs.		Monica Handy	05/31/2020
	<i>Notes:</i>			
11/5/18	School building and grounds will be cleaned and maintained. Problems will be reported immediately. Repairs and/or improvements will be conducted as soon as possible.		Brian Hatfield	06/07/2020
	<i>Notes:</i>			
11/5/18	Students will be aware of services provided by the school counselors, advocate and social worker. Procedures will be in place to allow students access to these staff members as needed.		Cynthia Shaner	06/07/2020
	<i>Notes:</i>			
Implementation:		05/01/2019		
Evidence	5/1/2019 Sample guidance lessons will be uploaded.			
Experience	5/1/2019 This has been a challenging year as far as student social emotional health. Many students are struggling with issues outside of school which impact their ability to be successful. This is an area of continued focus.			
Sustainability	5/1/2019 This will continue to be an area of focus in the 2019-2020 school year.			

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
<i>Initial Assessment:</i>		Structures in place to communicate with parents include: updated website, team newsletters (English & Spanish), social media, weekly school messenger calls and PeachJar digital fliers. Parents are encouraged to invest in their child's education by accessing the following digital resources: Open Up Education Resources Math, Destiny library search, Class Dojo, Edmodo, Canvas, PowerSchool Parent Portal, Prodigy and the Randolph County School System website. Additional opportunities to be involved include: athletic events, booster club, awards assemblies, literacy night, open house, parent nights, transition camps and fundraisers.	Limited Development 09/20/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		When fully implemented, we would expect to see the following: <ul style="list-style-type: none"> Increased attendance at school events Increased number of volunteers and community partnerships Follow through on parents completing and returning paperwork and/or forms RMS protocols and procedures will be understood and followed Increased percentage of parents using the Parent Portal 	Objective Met 05/01/18	Tracy Dawes	06/08/2018
Actions					
	10/18/17	Encourage parents to register for the Parent Portal. Increase the number of parents registered each month.	Complete 04/20/2018	Bea Edwards	04/30/2018
<i>Notes:</i>					
	10/18/17	Send weekly School Messenger calls to families with announcements and upcoming events.	Complete 04/27/2018	Tracy Dawes	06/08/2018
<i>Notes:</i>					
	10/18/17	Send a weekly "Tiger Times" digital newsletter to all families via Peachjar.	Complete 04/27/2018	Morgan Cranford	06/08/2018
<i>Notes:</i>					
Implementation:			05/01/2018		

Evidence	5/1/2018 Class Dojo logs, parent contact logs, Tiger Times newsletters and parent portal reports are all evidences for this objective.			
Experience	5/1/2018 Teachers continue to promote and encourage parents to register for the PowerSchool Parent Portal. The data manager enrolls parents and provides support as needed. The principal makes weekly calls with updates and important events via School Messenger. The Tiger Times newsletter is published to Peachjar weekly and provides information on school events as well as sports, academic and fundraising updates.			
Sustainability	5/1/2018 In addition to the communication tools outlined in these actions, teachers meet regularly with parents, send home newsletters, and make phone calls. The fifth grade team and some EC and elective teachers have implemented Class Dojo to support communication with parents. This has had an overwhelmingly positive response.			



School: Randleman Middle School

School Year: 2019-2020

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

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

Committee Position	Typed Name	Signature	Date
Principal	Melanie Richey		
Assistant Principal	Todd Beane		
Assistant Principal	Shawn Shoptaw		
Leadership Chair	Anthony Finlen		
Media Specialist	Lisa Andreoli		
6th Grade Science	Heidi Atkins		
EC Teacher	Jennifer Benner		
8th Grade Science	Adam Brown		
Student Advocate	Ginger Cromer		
5th Grade Math/ SS	April Dyles		
8th Grade Science	Haven Hall		
Guidance Counselor	Monica Handy		
Band Director	Kindra Ingram		
Treasurer	Judy Jackson		
Lead Teacher	Dawn Jenkins		
7th Grade SS	Amanda Johnson		
5th Grade	Lindy Kirkman		
Technology	Dana McIntyre		
EC Teacher	Rebekah Parlier		
MTSS Representative	Jennifer Prince		
Guidance Counselor	Cynthia Shaner		
Parent Representative	Amanda Dillard		



NCStar/SIP Mandatory Components

School Name: Randleman Middle School

School Year: 2019-2020

Duty-Free Lunch

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

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

Duty-Free Instructional Planning

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

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

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

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