



Southeastern 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 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.

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:

By the end of the 2018/19 school year, at least 75% of the students taking End-of-Grade (EOG) tests and End-of-Course (EOC) tests in the Randolph County School System will perform at or above "Level 3" and all subgroups of students will perform at the "Expected Growth" Level of higher.

Alter the text and click the 'Update' link. Be sure to 'Save' when done.



! = 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	
<i>Initial Assessment:</i>		2016-2017: Indicator A 1.07: Capturing Kids’ Hearts is a way to help meet this goal. According to the Flippen Group (2017), Capturing Kids’ Hearts is an immersive, participatory experience that helps to develop self-managing high performing classrooms using team building skills and a social contract. Forty-four percent of teachers have had training. The training consists of aligning teacher’s expectations with the needs of students to be connected. It is also a way to manage certain behaviors before they become a larger	Limited Development 09/19/2017			

		problem. To that end, our school has designed protocols for classroom managed behaviors versus office managed behaviors. We also have designed a google drive based way to keep a log of parent contacts.			
How it will look when fully met:		<p>2016/17 - One hundred percent of our teachers will have been trained (from the Flippen Group and "in-house") in Capturing Kids' Hearts. All students will have been taught the tenets of Capturing Kids' Hearts. Instructional time will be maximized, and the school will have a consistent universal approach to classroom management.</p> <p>2017/18 - Teachers will establish a safe and orderly environment for academics and behavior by following behavior protocol, ensuring that academic transitions are handled appropriately, and that differentiation facilitates student engagement.</p> <p>Evidence: Data from Office Discipline Referrals, Unit Plans that use differentiation, administration walk-through, formal observation, Professional Development Teams (PLT) minutes, and a roster of professional development from upcoming training on rigor and relevance and differentiation, cat card drawing and rosters, and the PBIS notebook.</p>		Jeffrey Minton	06/30/2019
Action(s)	Created Date		0 of 8 (0%)		
1	10/4/17	2017/18 - Teachers will participate in Rigor/Relevance PD on November 2, 2017.		Gail Powers	05/31/2018
		Notes:			
2	10/4/17	2017/18 - The thinking and action continuums have been added to the Walk-Through Instrument to assess rigorous instruction. Thinking and action continuums are equivalent to the knowledge taxonomy and the application model of the Rigor/Relevance Framework. Teachers will receive immediate feedback following walk-through visits.		Shannon Edwards	05/31/2018
		Notes:			
3	10/4/17	2017/18 - Provide instructional coaching that balances classroom management strategies with behavioral expectations.		Stacy Long	05/31/2018
		Notes:			
4	10/4/17	2017/18 - Provide ongoing focused support to beginning teachers through monthly meetings.		Kimberly Steele	05/31/2018
		Notes:			

5	10/4/17	2017/18 - Mentors will provide follow up support by observing beginning teachers during instruction, scheduling opportunities to observe exemplar teaching, and clarifying burning issues.		Kimberly Steele	05/31/2018
<i>Notes:</i>					
6	10/5/17	2017-2018: Differentiated training for all instructional staff on Capturing Kids' Hearts.		Jeffrey Minton	11/17/2017
<i>Notes:</i>					
7	10/5/17	2017-2018: Monitor Capturing Kids' Hearts by observing the use of hand signals, social contracts, good things, redirected questioning with subsequent consequences, and greeting at the door.		Jeffrey Minton	05/31/2018
<i>Notes:</i> All administrators will be monitoring the use of Capturing Kids' Hearts.					
8	10/5/17	2017-2018: We will utilize Positive Behavioral Intervention and Support (PBIS) systems to reinforce desired behaviors as indicated by the behavior matrix.		Judy Hiatt	05/31/2018
<i>Notes:</i> All staff are responsible for the implementation of the PBIS process.					

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>2016-2017: The current level of development is considered limited. Although our school does have a model for teachers to plan using data, it is in the beginning stages of implementation. The need to address this particular indicator stems from our achievement data. The Education Value Added Assessment System (EVAAS) data state that 58% of our students are not proficient in reading and math. Therefore, parts of our school improvement team designed a unit plan template that facilitates proper alignment with standards as well as best practices. To address this indicator, our school improvement team plans to meet with grade levels and Professional Learning Teams (PLT) to train and engage our colleagues in using this template.</p> <p>2017-2018: We have trained teachers on the Unit Plan that our school has mandated. This school year, all teachers will reflect on two of their Unit Plans from last school year in order to refine strategies. We are continuing to develop new Unit Plans. We have</p>	Limited Development 09/09/2016		

		also begun training from the Southern Regional Education Board Literacy Design Collaborative, and have begun training selected instructional staff in the standards-based backwards design module.			
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		2016-2017: We will create a template for instructional teams to use in order to guide their unit plans. The Anchor/Common Core/Essential Standards are to be used as a driving force. Our template is a "backwards planning" model that will include: standards-based final assessment, common assessments, learning targets, and lessons that address the learning targets/standards.		Laura Simpson	05/31/2018
Action(s)	Created Date		8 of 10 (80%)		
1	9/13/16	Create the unit template	Complete 09/23/2016	Emily Scotton	09/23/2016
		<i>Notes:</i> In designing the unit template, our school improvement team decided that it would be important to use a "backwards mapping" strategy. Currently our school is working with the Southern Regional Education Board (SREB) and the Literacy Design and Math Design Cooperative (LDC/MDC). In partnership with these entities, we are laying the foundation for unit planning that starts with the outcome in mind to plan accordingly.			
2	9/13/16	Administrative conference and training will be done with grade levels concerning the use of the unit template in conjunction with other planning strategies already in place.	Complete 10/18/2016	Gail Powers	10/18/2016
		<i>Notes:</i> Administrators will meet with grade levels to present the unit plan template. During these meetings, the administrators and school improvement team members will train teachers how to use the template, and how the template works in conjunction with strategies that are already in place to help teachers use data. For example, the TIPS II model works as a problem solving protocol in which teachers use common assessment data to address the issues that their students may have. TIPS II will work well with the unit plans because the teachers may change the course of their units based on data collected.			
3	1/5/17	Research-based modification of unit plans will be submitted to Leadership Team for approval.	Complete 01/23/2017	Kimberly Steele	01/20/2017
		<i>Notes:</i> The current unit plan is based on a backwards planning tool from Colorado. Southeastern Randolph would like to review this plan again and modify it to suit the needs of our school most efficiently.			

		To that end, the lead teacher, Kim Steele and the literacy teacher, Stacy Long will put a plan together and bring the draft to the leadership team.			
4	11/14/16	Teacher Completion and Initial Feedback to Teachers on first unit	Complete 01/23/2017	Gail Powers	02/07/2017
		<i>Notes:</i> Teachers would like to know if what they are planning is aligned to what the standards and administrators expect. Teachers will be given written feedback about the strengths of their unit plans as well as areas for improvement needed.			
5	1/5/17	Clarification of the procedures for submitting Unit plans and lesson plans	Complete 01/30/2017	Gail Powers	02/01/2017
		<i>Notes:</i> Gail Powers will address the staff about the submission of unit plans and lesson plans. Those who have completed a quality plan will not need to submit daily plans to administration, however, they are still expected to have daily plans for themselves. Those who are still working on completion of plans will continue to submit daily lesson plans to administration. Also, if a teacher is in between unit plans, they must submit daily plans until the next unit plan is completed and being taught.			
6	1/30/17	Modification of the Unit Plan that was created in the first task.	Complete 01/30/2017	Stacy Long	01/27/2017
		<i>Notes:</i> After feedback from teachers, the unit plan needed modifications. The newer document is less bulky. These modifications may ease the strain on teacher time, and foster the use of the plan in accordance with NC Standards.			
7	2/23/17	Due Date for the next round of feedback	Complete 03/16/2017	Jeffrey Minton	03/17/2017
		<i>Notes:</i> The leadership team discussed having a new due date for unit plan feedback. Teachers must have another unit plan submitted for feedback from instructional support staff.			
8	3/16/17	Literacy Support personnel and Lead teacher will provide written feedback to teachers about the second unit plan. Feedback will be distributed to teachers by May 01, 2017.	Complete 05/31/2017	Stacy Long	05/01/2017
		<i>Notes:</i> Appropriate personnel will collect unit plans from individual teachers and provide written feedback. Instructional support staff will collaborate with the leadership team prior to distributing feedback to teachers. In this way, additional feedback can be noted based on several perspectives.			
9	8/3/17	All teachers created two units of instruction during the 2016/17 school year. Teachers will design two additional unit plans during the 2017/18 school year.		Stacy Long	12/01/2017

<i>Notes:</i>					
10	10/4/17	Teachers are tasked with reflecting on their unit plans from 2016-2017. They will use a leading document to answer a series of reflective questions in order to refine and reuse these plans in 2017-2018.		Stacy Long	11/20/2017
<i>Notes:</i>					
Implementation:					
Evidence	6/19/2017	A sample unit is uploaded in the folder labeled 2.01.			
Experience	6/19/2017	Teachers were challenged to create unit plans that align to standards. During the initial phase, teachers expressed difficulty concerning the language used in the template. The School Improvement Team listened and as a result revised the model to include user-friendly language that supported teachers attempts to help students know, understand, and be able to master standards.			
Sustainability	6/19/2017	Teachers created two units of instructions during the 2016/17 school year; they will continue creating units until each major theme or concept has its own unit, complete with activities that move learning forward.			

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:		2016-2017: The current level of implementation is limited. Although some teachers use data to differentiate for student needs, few know how to differentiate and tier instruction. Our need to address this indicator stems from various data points such as EVAAS. More than 58% of our students are not proficient in reading and math. Achieve 3000 and EOG lexiles from 2015-16 indicate that students who are not proficient range in reading grade equivalent levels from second to fourth grades. Think Through Math and Quantiles reflect our needs in Math. These data tell us that there are students on varied levels that require multiple instructional approaches within the same classroom. Because of this great need, we are contacting those who may be able to come to our school to hold professional	Limited Development 09/12/2016		

		development on the topic of tiered instructional strategies. 2017-2018: Teachers are currently using the DuFour questions to drive Professional Learning Team discussions and implement differentiated tasks based on common assessment data to meet student needs.			
How it will look when fully met:		2016-2017: Through the training of others, we will learn strategies for implementation of tiered instruction. Teachers will begin to differentiate lessons to meet the needs of students. Evidence: Weekly PLT documentation, Unit Plans, Lesson Plans, support staff walk-through data, and administration walk-through data		Kimberly Steele	05/31/2019
Action(s)	Created Date		5 of 8 (62%)		
1	9/13/16	Various team members will research and reach out to those who are proficient in the instruction of tiered instruction.	Complete 10/11/2016	Laura Simpson	10/11/2016
		<p><i>Notes:</i> Laura Simpson is contacting Central Services to ask Cat Berry about recommendations for trainers, and she is reaching out to Carol Tomlinson.</p> <p>Kim Steele is reaching out to Max Thompson, Linda Robinson, and Piedmont Triad Education Consortium sessions.</p> <p>Kim Steele met with Jennifer Smith to inquire about tiered instruction and differentiation professional development. Jennifer Smith agreed to provide training for the staff at Southeastern Randolph Middle but needs to confirm dates and details of content with Gail Powers.</p>			
2	11/4/16	Jennifer Smith is coming from Central Services to conduct a workshop about tiered and differentiated instruction.	Complete 01/23/2017	Jennifer Smith	01/24/2017
		<p><i>Notes:</i> Gail Powers, our principal, and Kim Steele, our lead teacher, will coordinate with Jennifer Smith in order to share information about our school. This information will guide Jennifer Smith in tailoring her instruction to fit our specific needs.</p>			
3	4/19/17	Tiered instruction and Professional Learning Team professional development	Complete 01/23/2017	Kimberly Steele	01/24/2017
		<p><i>Notes:</i> Kim Steele and Jennifer Smith conducted professional development on January 24th, 2017. Kim Steele lead the morning training about effective Professional Learning Teams (PLTs). Jennifer Smith lead</p>			

		the afternoon professional development about how to integrate tiered instructional strategies into planning during PLTS and in classroom instruction.			
4	1/4/17	The leadership team will provide extended learning opportunities for teachers after our tiered instruction professional development.		Gail Powers	05/25/2018
		<i>Notes:</i> Administration, the lead teacher, and the literacy teacher will provide follow up support to the staff after the tiered instruction professional development with Jennifer Smith. Various members of the team will be responsible for benchmark data review, more professional learning opportunities for specific parts of teachers' plans, and providing guidance as the teachers continue forming units while practicing tiered strategies.			
5	1/5/17	Second semester benchmark data review	Complete 03/01/2017	Gail Powers	02/10/2017
		<i>Notes:</i> After our benchmarks at the end of January, Gail Powers, Kim Steele, and Stacy Long will review the data from benchmarks in order to assist teachers. The Leadership Team would like teachers to have support in creating evidence-based plans. As we review the data, we will be in a better position to gather materials, aid in sifting through and using data appropriately, and be more involved with planning processes.			
6	1/11/17	New Walk-through instrument	Complete 01/12/2017	Gail Powers	01/13/2017
		<i>Notes:</i> Gail Powers will introduce a walk-through instrument that puts administration and others on the "same page" regarding how unit plans are to be assessed in action. The school wants to see how the unit plans are being carried out in order to make the needed changes to make them more effective over time.			
7	3/16/17	Literacy Support Personnel will complete teacher walk-through visits using a modified version of the administrative walk-through tool, adding comments and making suggestions about next steps for tiered instruction. These walk-throughs will also open the lines of communication for potential professional development opportunities for the next school year.		Stacy Long	05/31/2018
		<i>Notes:</i> Literacy Support Personnel and Administrators will compare walk-through data in Leadership meetings and use the data to reach consensus about needed professional development for tiered instruction. Information gathered in Leadership meetings about walk-through outcomes will be shared in the Mav School Improvement Team			

		meeting to make preparations for the summer, 2017 retreat.			
8	10/5/17	Weekly PLTs document tiered strategies based on data.		Stacy Long	05/31/2018
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2016-2017: The current level of implementation is limited because our teachers and staff need more instruction on how to address the emotional needs of ALL of our students. Also, many of our teachers may not know about the amount and type of resources available to address this indicator. The need to address this indicator stems from data that suggest that our students are dealing with many complex issues inside and outside of school (behavior data and guidance referrals demonstrate the needs). The teaching profession is always striving to find ways in which to connect with students so that their emotional states can mesh with their academic states in such a way as to cause success. Our school is using a program by the Flippen Group called "Capturing Kids' Hearts."	Limited Development 09/12/2016		
<i>How it will look when fully met:</i>		2016-2018: When fully implemented, our students will know, understand, and be able to use the social cues (hand gestures) prescribed by the "Capturing Kids' Hearts" program. These social cues ask students to self-regulate behavior and appropriately interact with the behaviors of others. All of our teachers and staff will also know how to use these social cues and connect with every student on a daily basis through social contracts and personal interactions.		Jeffrey Minton	05/31/2018
Action(s)	Created Date		7 of 13 (54%)		
1	9/22/16	Sixteen teachers have had training over the 2016 summer in implementation of "Capturing Kids' Hearts."	Complete 06/28/2016	Jeffery Minton	06/28/2016
		<i>Notes:</i> The participating teachers went to Camp Caraway in Asheboro, NC. The training was a three-day residential program that was facilitated by the Flippen Group. Please reference www.flippengroup.com for more information.			
2	9/27/16	Administrators and members of the Leadership team will monitor the implementation of training from the Capturing Kids' Hearts professional development.		Jeffery Minton	05/31/2018
		<i>Notes:</i> Administrators will monitor teacher implementation of social cues during walk-throughs. The walk-throughs are a way to collect data about how teachers are implementing the tenants of "Capturing			

		Kids' Hearts." As a result of the data collected, administrators will know how to better instruct the staff in the use of those tenants; this could be in the form of professional development or individual conferences.			
3	11/4/16	We will form a team comprised of administrators, lead teacher, nurse, student advocate, school social worker, instructional support staff, EC facilitator when needed, and others in our district who may be called. This team will be known as "Cat Eyes." Our function is to support teachers and students by concisely discussing individual students with the instructional team, and making a plan of action in order to support various aspects of the student's needs.	Complete 11/04/2016	Jeffrey Minton	11/04/2016
		<i>Notes:</i> Mr. Minton had a meeting with the support personnel required in order to establish the purpose for our formation and the function we are to accomplish. We also established the norms of personal conduct specific to our purpose.			
4	11/4/16	Cat Eyes Teacher Communication: Laura Hall Watson created a form that the teachers can use on Google Forms in order to communicate with the team about the students to be supported by the team.	Complete 11/04/2016	Laura Hall	11/04/2016
		<i>Notes:</i> The Google Form will allow the team captain, Jeffery Minton, to work with the data we are getting from teachers. It aggregates and disaggregates the information that teachers give so that it is much easier to prepare for Cat Eyes Meetings.			
5	11/14/16	We will hold the first of several "Cat Eyes" meetings to discuss how to support struggling students.	Complete 11/17/2016	Jeffrey Minton	11/17/2016
		<i>Notes:</i> The teachers are choosing the top 20 struggling students per team to discuss with administrators, instructional support staff, nurse, student advocate, and social worker. This meeting is about how to support the students most effectively.			
6	1/4/17	We will create forms for data collection.	Complete 02/17/2017	Stacy Long	01/31/2017
		<i>Notes:</i> In conjunction with MTSS efforts, Stacy Long will be creating a form that allows teachers to chart the impact of Level 1 strategies that are used in Cat Eyes as well as other Level 1 strategies that they employ. In this way, we will be able to gauge the effectiveness of how we as a staff as using Cat Eyes.			
7	1/11/17	Form to monitor Capturing Kids' Hearts	Complete 02/21/2017	Jeffrey Minton	02/28/2017
		<i>Notes:</i> We will create a central document that will focus on monitoring the use of Capturing Kids' Hearts here at Southeastern Randolph Middle.			

		We will take the results/data from this form to make decisions on further implementation and training modifications needed.			
8	1/30/17	Scholastic Excellence - "Islands of Opportunity"	Complete 03/09/2017	Laura Hall	03/09/2017
		<i>Notes:</i> This is an initiative to familiarize the community with the curriculum and the teachers here at Southeastern Randolph Middle School. This contributes to the building of positive climate in order to help students matriculate with less stress.			
9	10/5/17	MTSS coach will meet with Laurie Sypole to be trained.		Stacy Long	12/01/2017
		<i>Notes:</i>			
10	10/5/17	Cat Eyes will meet monthly to provide additional tier 1 strategies to teachers.		Jeffrey Minton	05/31/2018
		<i>Notes:</i>			
11	10/5/17	School counselors will provide classroom guidance to address social, emotional, and academic needs.		Laura Watson	05/31/2018
		<i>Notes:</i> Mrs. Creason will also be in classrooms.			
12	10/5/17	Teachers will use Capturing Kids' Hearts strategies to promote students' capacity to self-regulate behavior and build positive relationships.		Jeffrey Minton	05/31/2018
		<i>Notes:</i> All staff are responsible.			
13	10/5/17	Teachers will implement advisor and advisee time bimonthly to create a sense of community within the school.		Laura Watson	05/31/2018
		<i>Notes:</i> All staff will have from five to fifteen students.			
	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
<i>Initial Assessment:</i>		2017-2018: Southeastern Randolph Middle does not have an explicitly stated transition plan for incoming 6th-grade students. However, we do have certain pieces in place: 5th grade tours, classroom guidance, transition nights, curriculum fair, summer enrichment camps that include incoming 6th grade, elective teachers present to feeder schools about the programs offered at Southeastern Randolph, and Ramseur Elementary School invites our administration to the school to present to their 5th grade students and parents. Southeastern Randolph Middle also helps to transition our 8th grade students. We do this by taking students to Eastern Randolph High School to tour the facility. Our counselors help the students by	No Development 09/19/2017		

		developing 4 year plans, classroom guidance, and a new program called Achievement and Leadership via Principal Squad (ALPS) (tutoring, college field trips, organizational strategies, leadership goals, and reflection), and CFNC.org instruction for all 8th-grade students. All EC teachers are an integral part of Exceptional Students' transitions. They meet with the feeder schools and write and amend transition plans. The principals travel to the elementary feeders and to the high school.			
How it will look when fully met:		When fully met, our school will have a definitive plan for rising sixth grade and outgoing eighth grade students. Rising sixth grade students will receive support throughout the year in dealing with logistical, social, and emotional issues that are unique to Southeastern Middle. Rising ninth grade students will receive support in planning for the change in scheduling and registration.		Stacy Long	05/31/2019
Action(s)	Created Date		0 of 3 (0%)		
1	10/4/17	Advisor / Advisee time: Southeastern is planning to implement a time on Fridays in which all adult staff have a small group of students as their advisees. During this time, advisors will help students keep track of grades and progress, social issues, and emotional issues that the students may face.		Laura Watson	02/28/2018
		<i>Notes:</i>			
2	10/5/17	Mr. Adams will be directing our Wildcat Buddy time. This is a time in the week when high school students come to mentor and tutor our sixth grade students.		Wes Adams	05/31/2018
		<i>Notes:</i>			
3	10/5/17	Eighth grade four year plans will be done electronically to be shared with the high school.		Laura Watson	04/30/2018
		<i>Notes:</i> Mrs. Creason will also assist with this process.			

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
Initial Assessment:		This indicator has been fully implemented based on the existence and effectiveness of the support and improvement team in our LEA. All of the members of that team have specific jobs and enforce their		Full Implementation 09/09/2016	

		roles with fidelity. Please refer to the uploaded document beginning with "B1.01" for evidence that this indicator has been fulfilled.				
	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 current level of development is limited. The need to address this indicator stems from data that suggest that some of our goals in the past have been vague. In 2015-16, less frequent School Improvement Team meetings occurred. We already have a plan in place to become more effective, and will strive to implement it to fidelity. There is a leadership team and a larger school improvement team. Both of these teams are meeting monthly for a total of at least two meetings per month. PLTs are meeting weekly. The induction process for Beginning Teachers focuses on best practices. Scheduling of meeting dates and practices have been communicated with the leadership and school improvement teams.	Limited Development 09/12/2016			
<i>How it will look when fully met:</i>		During the creation of our Leadership and SIT meetings, we have made a structure that ensures the collaboration and implementation of school-wide goals.		Stacy Long	05/31/2019	
Action(s)	Created Date		0 of 2 (0%)			
1	8/21/17	"Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved. "		Gail Powers	06/01/2018	
<i>Notes:</i>						
2	10/4/17	Southeastern Middle has created a designated time for School Improvement Team (SIT) members to meet and share out information with the grade level teachers. The SIT members have the option to call a grade level meeting every Tuesday, but it is mandatory after SIT meetings.		Gail Powers	05/30/2018	
<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>		A master schedule has been created to address the time that teachers have to work together. The schedule has also accounted for the respect of time for teachers to plan effectively. PLTs and vertical teams meet weekly/monthly.	Full Implementation 09/12/2016		

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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
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<i>Initial Assessment:</i>		2016-2017: Our current level of implementation is limited. Although there is a structure to address this indicator, it is still in the beginning stages. The need to address this indicator stems from data that suggest that our school improvement plans have not always focused on clear instructional goals. Administrators will observe more frequently in order to provide timely feedback to improve instruction. Administrators will use the Effective Learning Environment Observation Tool (ELEOT) to observe teachers more effectively. This tool is learner-centric and also helps the administrator look for curriculum markers as a measure to collect evidence and make connections between instruction and learning. Our administrators are also open to other tools that work in conjunction with ELEOT in order to collect several data points to inform decisions.	Limited Development 09/12/2016		
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How it will look when fully met:		2016-2017: When fully implemented, administrators will have completed a total of 5 walk-throughs per week. The district expectation is that the administration will spend 2 hours a day in classrooms as a unit of 3. The data collected from these walk-throughs and observations should drive our decisions rendering our improvement plan a living and growing document throughout the year with realistic and measurable goals.		Gail Powers	05/31/2018
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Action(s)	Created Date		2 of 4 (50%)		
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1	9/13/16	Creation of a schedule for walk-throughs using the Effective Learning Environment Observation Tool (ELEOT)	Complete 09/22/2016	Thomas Humphrey	09/14/2016
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<i>Notes:</i>		Administrators will rotate walk-throughs and/or observations by grade levels. Collectively, the administrators will observe five times a week.			
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2	10/2/16	Administrators will provide growth producing feedback to individual teachers in a timely manner after each walk-through and/or observation. Feedback will be based on data gathered using the Effective Learning Environments Observation Tool walk-through instrument and North Carolina Educator Evaluation System.		Gail Powers	05/31/2018
<p><i>Notes:</i> 2016-2017: Administrators will evaluate lesson plans and routinely visit classrooms to monitor alignment between plans and instruction. Teachers will be provided feedback that will enhance pedagogy and student success. Leaders will share exemplary learning activities with full staff during monthly faculty meetings.</p>					
3	1/4/17	The administrators will finish the second round of teacher observation conferences in which clear feedback is provided.	Complete 01/23/2017	Gail Powers	01/20/2017
<p><i>Notes:</i> Gail Powers, Tommy Humphrey, and Jeffery Minton finished observations of their assigned teachers. They are now finishing with post conferences in order to provide feedback.</p>					
4	1/5/17	Gail Powers is having bi-monthly meetings with interventionists.		Gail Powers	05/31/2018
<p><i>Notes:</i> Gail Powers would like to meet twice monthly with Kim Cassell and Patsy Haltom, our interventionists. She would like to see evidence of growth. From these discussions, plans can be made and amended to ensure the most effective use of their time here.</p>					

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			2016-2018: Teachers participate in quarterly data review meetings. Teachers also create intervention plans to address the needs of students who are not proficient.	Limited Development 09/13/2016		
<i>How it will look when fully met:</i>			Teachers will know how to develop daily instruction that is data-driven. Evidence: Unit Plans, common assessment data, data meeting minutes, PLT minutes, grade level meeting minutes, Cat eyes documentation, counselor made failure reports, attendance data.		Shannon Edwards	05/31/2019

		MTSS documentation, and observation data.			
Action(s)	Created Date		0 of 3 (0%)		
1	10/5/17	Teachers will use the data review analysis form to drive discussions with one another and administration.		Shannon Edwards	05/31/2018
		<i>Notes:</i> All administrators participate in this process.			
2	10/5/17	Teachers meet bimonthly to discuss and compare data from common assessments as set forth by DuFour.		Stacy Long	05/31/2018
		<i>Notes:</i> Kim Steele participates in this also.			
3	10/5/17	Mrs. Powers schedules one on one meetings with teachers to discuss data.		Gail Powers	05/31/2018
		<i>Notes:</i>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		This indicator is fully implemented. Our LEA has a protocol for the retaining and rewarding of our teachers and staff. There are protocols in place for supporting those who struggle as well. Please refer to the uploaded document beginning with "C3.04" that provides evidence that this indicator has been fulfilled.		Full Implementation 09/09/2016	

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
		E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		Southeastern Randolph Middle has created a shared document in which teachers record communication with parents. In so doing, administrators and team members can more easily discuss and access this information.		Limited Development 10/05/2017	
<i>How it will look when fully met:</i>		When fully realized, all administrators and teachers will use this documentation to aid in supporting students and parents.			Shannon Edwards
Action(s)	Created Date			1 of 3 (33%)	

1	10/5/17	Creation of a shared, digital parent contact log	Complete 10/05/2017	Shannon Edwards	10/09/2017	
<i>Notes:</i> Mr. Minton and Mrs. Powers participated in this process.						
2	10/5/17	Teachers will review and train on the importance of using the shared parent documentation log that is already in place.		Stacy Long	05/31/2018	
<i>Notes:</i> All teachers and administrators will participate in this.						
3	10/5/17	School Improvement Team will monitor the contact log during regular meetings.		Shannon Edwards	05/31/2018	
<i>Notes:</i>						
	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:		2016-2017: The level of implementation is limited at this time. However, we are forming a plan to address this indicator fully. Teachers were required to send parents a syllabus outlining the curriculum. We also use Peachjar, a communication tool, on our web page that lets parents know about important events happening at our school. Our counselors are creating a quarterly newsletter, and will also be available on grade level nights. Each grade level will host a parent night close to report card distribution. Our principal will utilize the School Messenger System, an automated phone system, to communicate with parents as needed.	Limited Development 09/12/2016			
How it will look when fully met:		2016-2017: "Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action Steps will be added in the future as progress toward this indicator is achieved. "		Gail Powers	06/01/2018	
Action(s)	Created Date		0 of 2 (0%)			
1	10/5/17	Host parent nights that focus on academics and tools that parents can use to help their child with remediation and homework.		Laura Watson	05/31/2018	
<i>Notes:</i> All teachers and administrators will participate in this.						
2	10/5/17	The parent portal will be used as a communication tool. Training is required for teachers and parents.		Stacy Long	05/31/2018	
<i>Notes:</i> Kim Steele and Laura Watson will participate.						



NCStar/SIP Mandatory Components

School Name: Southeastern 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.

Southeastern Randolph Middle School is requesting a waiver from the state-required ongoing operational activity of providing a duty-free lunch for teachers. This waiver is requested to ensure the safe keeping of students, particularly as large crowds gather in the dining hall during the lunch period.

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.

Seven hours and fifteen minutes of instructional planning time is allotted in the master schedule for teachers at Southeastern Randolph Middle School. The master schedule makes provisions for biweekly grade level meetings and weekly professional learning team meetings. As a result, teachers receive a minimum of five hours (in some cases more) duty-free instructional planning per week. G.S. 115C- 301.1; G.S. 115C-105.26; G.S. 115C-105.27

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

Southeastern Randolph Middle will host 5th grade tours, classroom guidance, transition nights, curriculum fair, and summer enrichment camps that include incoming 6th grade students. Elective teachers present to feeder schools about the programs offered at Southeastern Randolph.

Southeastern Randolph Middle also helps to transition our 8th grade students. We do this by taking students to Eastern Randolph High School to tour the facility. Our counselors help the students by developing 4 year plans and providing classroom guidance. A program, Achievement and Leadership via Principal Squad (ALPS) provides organizational strategies, tutoring, leadership development, college field trips, and other strategies that help develop and support students'

academic, social, and emotional skills. Students also create a CFNC account that will be useful throughout high school and beyond.

EC teachers are an integral part of Exceptional Students' transitions. They meet with the feeder schools to write and amend transition plans.

The principal participates in vertical visits by traveling to the elementary feeders and to the high school to promote ongoing dialogue that supports the needs of rising 6th and 8th - graders.

Safe School Plan for

Southeastern Randolph Middle School

Pursuant to General Statute 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 planned 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.**



October 6, 2017

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Dear Parent/Guardian:

One of the benefits offered by the public schools in North Carolina is transparency. Public school accountability is a standard practice for North Carolina going back to the early 1990's. The North Carolina School Report Card provides parents with information on key issues such as student performance, teacher experience, and school safety. Data is provided at the school, district, and state levels to enable a parent to compare the performance of his/her child's school with other schools across the district and state.

Legislation (G.S. §115C-83.15) passed during the 2013 Legislative Session of the North Carolina General Assembly provides an additional measure of school performance in the form of a School Performance Grade. Beginning with the 2013–2014 school year, the annual North Carolina School Report Card for each school displays a letter grade of A, B, C, D, or F for each school in the state.

A school's performance grade is based on 80 percent of its achievement score (student proficiency) and 20 percent of its academic growth. At Southeastern Randolph Middle School, our achievement score for the 2016–2017 school year was based on how well our students performed on the annual end-of-grade mathematics and reading assessments in grades 6-8 (achievement level 3 and higher), the annual end-of-grade science assessment in grade 8 (achievement level 3 and higher), and the annual end-of-course assessment in NC Math I in grade 8 (achievement level 3 and higher).

The purpose of this letter is to inform you that Southeastern Randolph Middle School received a School Performance Grade of F for the 2016–2017 school year. Although we are committed to improving this score, it is important to remember that just as no one single score or grade tells the whole story of a student, neither does it tell you everything about the performance of our school or the opportunities that our school provides. Southeastern Randolph Middle School has several special initiatives available for students such as a Summer Enrichment Camp and a Positive Behavior and Intervention Support (PBIS) program. Additionally, a dedicated remediation/enrichment time is built into the daily schedule to allow students to receive assistance in areas of need and enrichment in areas of strength. Also, at our school, students and teachers work hard to track data in an effort to support the teaching and learning process. In addition, our school has a cohort of teachers who are participating in the Literacy Design Collaborative and the Mathematics Design Collaborative associated with the Southern Regional Education Board (SREB) instructional model. This initiative focuses on powerful teaching and learning strategies in the classroom through extensive professional development. Furthermore, many staff members have completed the "Capturing Kids Hearts" training, a professional development series focused on building positive relationships with students.

One of our top priorities for the 2017–2018 school year is to improve our School Performance Grade. In addition to the previously-noted initiatives, a number of key strategies have been implemented to help improve student performance. These strategies include:

- Cat Connections (dedicated remediation/enrichment program)
- Common assessments used to determine areas of strength/need with regard to students' understanding of the curriculum in a particular subject area
- Student data tracking
- Interactive Notebooks
- Cornell Note-taking System
- Opportunities for parental engagement in the academic environment such as child/family/team conferences, interim report open houses, and a curriculum fair for students and parents

Working together as a team, we can improve not only how well our students are performing individually, but also how our school is performing as a whole. The staff members at Southeastern Randolph Middle School are committed to ensuring that each student is ready for the next step in his/her academic career. I look forward to working with you to make sure your student is on track for success.

If you have any questions or concerns regarding our School Performance Grade and/or our plan for school improvement, please do not hesitate to give me a call.

Respectfully,

Gail Powers
Principal