



Northeastern Randolph 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
Initial Assessment:			<p>Currently significant efforts are made by the school to support positive student behavior.</p> <p>The positive reinforcement of behavioral expectations is specifically looked for in administrative observations and addressed in observation feedback.</p> <ul style="list-style-type: none"> Behavioral data is presented at school improvement teams once per month, and modifications are made based on data. 	Limited Development 08/11/2017		

	<ul style="list-style-type: none"> Through district professional development, beginning teachers receive training in behavior management strategies. Professional development is focused on student engagement. District code of conduct and school non-negotiable consequences are made clear through sixth grade orientation and teacher reinforcement throughout the year at each grade level. Teachers' efforts are supported through the use of Paw Prints incentives for students who demonstrate school expectations. 			
How it will look when fully met:	When this objective is met fully classroom rules will be posted in every classroom and teachers will explicitly teach the rules and reinforce them positively throughout the school year. Teachers and other personnel will grow their tool boxes of strategies through ongoing professional development. The monthly review of data will continue and instructional adjustments will be made as determined by the school improvement team. Data needed: student achievement data (End of Grade, End of Course, NC Check-Ins); discipline data (esp. suspension data); attendance data		Ralph Jarrett	09/07/2021
Actions		5 of 7 (71%)		
8/9/18	To help them to succeed with school expectations, sixth grade students will visit stations throughout the school campus where a variety of personnel will teach rules and procedures on the first day of school.	Complete 08/27/2018	Dana Albright-Johnson	08/27/2018
<i>Notes:</i> August 27, 2018 All 6th grade students rotated through stations regarding guidance, buses, cafeteria, ISS, non-negotiables, tardy sweeps, restrooms, attendance, etc.				
8/9/18	During the first quarter, teachers will positively teach expectations and procedures for areas such as movement in the hallway, using the media center, etc. Initial instruction will be followed up with practice and supervision.	Complete 10/02/2018	Ralph Jarrett	11/13/2018
<i>Notes:</i>				
8/9/18	A beginning teacher meeting focused on classroom management will be held to provide additional support to teachers new to the school and provide strategies for positive reinforcement.	Complete 11/01/2018	Ralph Jarrett	11/13/2018
<i>Notes:</i> Lead Mentor Stephanie Hutchins will include teachers from the campus as guest speakers to assist new teachers in problem-solving for areas of concern.				
1/7/19	The staff will implement a new focus on desired hallway behaviors by training students and posting charts of specific behaviors, monitoring	Complete 04/02/2019	Ralph Jarrett	03/04/2019

	the halls to enforce them, and applying agreed-upon consequences to students who are tardy to classes.			
	<i>Notes:</i> 2018/19 The SIT agreed upon a list of desired hallway behaviors. Adam Brown made posters of the behavior list and posted them around the school. Teachers reviewed the expectations with students and teachers and staff monitor the hallways in assigned and random places during classes and class changes.			
4/2/19	Limit students in hallway and bathroom by requiring escorts.	Complete 05/24/2019	Ralph Jarrett	05/24/2019
	<i>Notes:</i>			
7/11/19	To bolster disciplinary efforts, students assigned to in-school-suspension first block or all day will report to in-school-suspension immediately upon arrival.		Nikoda Price	01/15/2020
	<i>Notes:</i>			
10/6/19	Students with last block or all day in-school-suspension will be escorted to transportation at the end of the day.		Nikoda Price	01/15/2020
	<i>Notes:</i>			

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:			Currently this is happening at varying levels across grades and departments. While some are implementing at high levels, implementation is not yet consistent across all areas.	Limited Development 04/19/2017		
How it will look when fully met:			Unit and lesson plans will reflect when this indicator is met fully. Teachers will work collaboratively to develop units of instruction aligned to the standards. Plans will include formative assessments as well as differentiation. Unit plans will allow teachers to follow up with communication about the effectiveness of strategies and how to address re-teaching. Unit plans will also provide support for vertical alignment.		Robin Hevner	09/07/2021
Actions				2 of 6 (33%)		
	8/9/18		To support the development of standards-aligned units of instruction, the district will provide professional learning team sessions by subject area (after school hours).	Complete 05/07/2019	Robin Hevner	05/07/2019
Notes: Math will have more than two district meetings in the 2018-19 school year.						

	2018-19 All subjects met twice while math met an additional four times this year. The focus of all subjects across the district professional development was concept-based teaching.			
8/9/18	To provide a greater emphasis on the content standards, administrators and the lead teacher will divide content area meeting assignments for weekly participation and collaboration.	Complete 08/27/2018	Dana Albright-Johnson	10/02/2019
	<i>Notes:</i> Lead Teacher Robin Hevner will collaborate with the language arts, social studies, and science communities. Assistant Principal Ralph Jarrett will collaborate with the electives and exceptional children departments. Principal Dana Albright-Johnson will collaborate with the math content area teachers.			
7/11/19	Math teachers will administer i-Ready diagnostic assessments three times per year at the beginning, middle, and end of the year.		Dana Albright-Johnson	04/30/2020
	<i>Notes:</i>			
7/11/19	Teachers will implement an instructional ladder from texts to written product that integrates reading, writing, and content standards 1st quarter - electives 2nd quarter - science 3rd quarter - social studies The above content area teachers will collaborate with language arts teachers.		Robin Hevner	05/05/2020
	<i>Notes:</i>			
8/9/18	Lead teacher Robin Hevner will provide leadership and coaching for continual professional growth in areas such as universal design, questioning, and meaningful student conversations for classroom teachers based on Powerful Literacy Practices and the Powerful Math Practices that are supported through Open Up math resources.		Robin Hevner	06/02/2020
	<i>Notes:</i> The focus of the LDC sessions for this year was creating meaningful tasks for students and providing opportunities for all students to have access to rigorous text and tasks. We focused on using the instructional ladder and backward design process to explore the ideas in "Is Your Lesson a Grecian Urn?" and "The Opportunity Myth."			
7/11/19	After completing initial i-Ready professional development, the math department will use i-Ready to gather data and use the data in instructional plans.		Danielle Pickard	10/08/2020
	<i>Notes:</i> Math teachers and administrators participated in i-Ready professional development in August 2019.			

		A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently most teachers are producing written lesson plans that are of varying quality.	Limited Development 07/11/2019		
<i>How it will look when fully met:</i>			When this objective is met, the school community will have agreed upon formats for lesson planning to be used within each department which include minimum standards as determined by the school improvement team. Lesson plans will be housed in a location agreed upon by the school improvement team.		Dana Albright-Johnson	05/05/2020
Actions				2 of 3 (67%)		
	7/11/19		School improvement team will determine minimum standards for lesson plans and where lesson plans will be posted.	Complete 08/12/2019	Dana Albright-Johnson	08/12/2019
<i>Notes:</i> 8/12/19- The SIT decided on 6 elements for a basic lesson plan requirement. Administrative Intern Corey Culp will take that information and build a Google form for teachers to submit electronically. The spreadsheet generated by the weekly lesson plans submissions may show patterns and give data for next steps and improvement. The teachers will use the new form for a trial period and then readdress this for changes at the September SIT meeting.						
	7/11/19		Departments will discuss aspects of the lesson plan template and send suggestions to be used to adapt the template and create a Google form that works for all teachers.	Complete 08/27/2019	Robin Hevner	08/26/2019
<i>Notes:</i> Although lead teacher Robin Hevner is available to provide assistance and resources each team is responsible for creating or selecting their own format. 8-27-19 Departments met and discussed the template. Department minutes reflect suggestions that were sent to Administrative Intern Corey Culp for revisions before the September SIT meeting.						
	7/11/19		During both formal and informal observations administrators will provide feedback to teachers regarding the readiness of up-to-date lesson plans.		Dana Albright-Johnson	05/05/2020
<i>Notes:</i> Feedback may be provided more regularly to some teachers.						
		A2.23	All teachers assign rich reading and the application of the reading in written work and discussion.(5327)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Currently some teachers assign rich reading paired with discussion and writing opportunities. We have just completed three years of training on the Literacy Design Collaborative which has left us with the tools and the knowledge that we need to move forward with a more consistent reading/speaking/writing process across all grade levels and subject areas. As the intensity of that training waned, teachers did not maintain the reading and writing expectations.	Limited Development 09/16/2019		
How it will look when fully met:	When this is fully implemented teachers will regularly select rich texts that align with their curriculum, explicitly teach comprehension strategies, provide structured opportunities for students to discuss the texts, and design writing prompts that allow students to express their text-based connections, perspectives, and interpretations. Content area teachers will collaborate with ELA teachers; content and literacy standards are being addressed. Teachers will have lesson plans and student work samples that reflect the reading/speaking/writing processes.		Robin Hevner	04/16/2021
Actions		1 of 3 (33%)		
9/16/19	Create a document that offers specific English Language Arts anchor/literacy standards for content teachers to choose reading, speaking, and writing standards to pair with their content standards when planning the writing prompt.	Complete 10/01/2019	Robin Hevner	09/30/2019
<i>Notes:</i> Robin Hevner created a document of information for core teachers to use in collaborative planning with ELA teachers. It includes the ELA pacing guide with color coding to indicate which content areas work on which skills related to ELA during each quarter.				
9/16/19	Provide content area teachers with a schedule, the power literacy standards from which to choose, and a packet of resources to guide the planning and implementation of the reading/speaking/writing tasks.		Robin Hevner	12/19/2019
<i>Notes:</i> Teachers will get this information based on the school schedule for collaborative writing tasks.				
9/16/19	Build a bank of rich reading documents for each grade level and content area.		Robin Hevner	04/15/2022
<i>Notes:</i>				

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:			The school has made strides to address Multi-Tiered System of Support (MTSS), specifically through Watchdogs. However, tier 1 continues to be an issue to be addressed, and the school plans to work toward implementation to fidelity.	Limited Development 04/19/2017		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			When this goal is met the learning needs of all students will be met by all teachers. Specifically, routine use of these strategies will be evident in classrooms: <ul style="list-style-type: none">Ongoing measurement of students' mastery of standards through formative (at least once per month) and summative (quarterly) assessments in core academic courses. EVIDENCE: Teachers post benchmarks in data room monthly; district benchmark results and NC Check-InsFlexible grouping designed to address skill needs will be reflected in lesson plans and observation data. EVIDENCE: copies of lesson plans and observation dataEvidence of Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) strategies in lesson plans and observation data. EVIDENCE: Written feedback from SREB (Southern Regional Educational Board) local coaches		Casey Westmoreland	05/05/2020
Actions				10 of 13 (77%)		
	6/15/17	The LDC team and the LDC coach will collaborate to deliver initial professional development to the entire faculty at Northeastern. The MDC team will deliver professional development specific to math teachers only.		Complete 09/05/2017	Robin Hevner	09/05/2017
Notes: Math will need to be a separate session that is created/delivered by Pamela Grettler and Leola McCauley.						
The LDC Team (Robin Hevner, Adam Brown, Traci Passmore, Melissa Smith, and Eliza Sanders) delivered professional development on						

	<p>8/24/17 to the entire faculties of Northeastern and Southeastern Randolph Middle Schools. This half-day overview of LDC included an overview of SREB and LDC along with all of the major pieces and shifts in instructional thinking.</p> <p>Local coach's first round of coaching and conferences with school LDC team occurred on 9/20/17. This first round included the SREB coach as well.</p> <p>The first LDC coaching letter was sent to Dana Albright-Johnson on 9/28/17.</p>			
6/15/17	Based on feedback by faculty, the MTSS district coordinator will provide MTSS professional development addressing the tiers and what steps of intervention should occur with the three tiers.	Complete 09/05/2017	Dana Albright-Johnson	09/05/2017
	<p><i>Notes:</i> Laurie Sypole is scheduled to provide MTSS professional development in August as part of our school's implementation process. Additional professional development may be necessary.</p> <p>Laurie Sypole provided MTSS professional development to the faculty on 8/18/17.</p>			
9/18/17	Lead and implement monthly Watchdog meetings to review individual student concerns (during all "full" school months)	Complete 06/05/2018	Ralph Jarrett	06/05/2018
	<i>Notes:</i> NERMS had MTSS/Watchdogs meetings each full month. Counselors, social worker, student advocate, administration, lead teacher, and teachers followed up with student concerns and issues as is indicated in several example emails in the evidence folder.			
9/18/17	MTSS coach will receive training through district/Laurie Sypole on quarterly basis.	Complete 06/05/2018	Casey Westmoreland	06/05/2018
	<i>Notes:</i> Recurrence will depend on number of meetings held at district level.			
6/15/17	Working collaboratively with the LDC local coach as well as teachers who participated in LDC year 1 training, non-math core academic teachers will create and implement at least one high quality LDC module during second semester.	Complete 06/06/2017	Robin Hevner	06/08/2018
	<p><i>Notes:</i> Other leaders for this task will include:</p> <p>Traci Passmore</p> <p>Adam Brown</p> <p>Eliza Sanders</p> <p>Melissa Smith</p>			
6/15/17	With leadership by the SREB MDC local coach as well as Pamela Grettler and Leola McCauley, all math teachers will implement the SREB FAL	Complete 06/06/2017	Dana Albright-Johnson	06/08/2018

	(Formative Assessment Lesson) process at least three times during the school year.			
	<i>Notes:</i> 2018-2019 In addition to Kim Steele, Pamela Grettler and Leola McCauley will be available to model as well as work one-on-one with teachers.			
8/9/18	Prior to the beginning of the school year Melissa Tatum will provide targeted professional development to help build teacher skills and strategies with in-classroom interventions and differentiation.	Complete 08/17/2018	Dana Albright-Johnson	09/04/2018
	<i>Notes:</i> On August 17, 2018 from 1:00 to 4:00 Melissa Tatum delivered whole-staff professional development regarding Universal Design.			
10/29/18	We will improve our data collection for Watchdogs/MTSS. We will add a column to our data collection tool to add the specific interventions that have already been implemented at each stage of the MTSS process. We will use this information to designate tiers more accurately and to improve the specificity of service.	Complete 04/10/2019	Donna Wood	04/10/2019
	<i>Notes:</i>			
10/29/18	At least three times per year all teachers will complete vertical visits within the campus to observe evidences (such as formative assessment strategies and differentiation) of instruction aligned to meet the individual needs of students across all tiers.	Complete 04/10/2019	Robin Hevner	05/01/2019
	<i>Notes:</i> 2018-2019 Teachers completed a survey of skills that they were willing to showcase and skills that they wanted to observe. Based on the feedback from this survey the lead teacher assigned teachers to observe on three different occasions throughout the year on September 26, November 14, and February 13. Teachers used the evaluation form the the district leaders use during instructional rounds so that they familiarize themselves with that process.			
10/29/18	Using results from the SAM, the MTSS team will update Watchdog spreadsheets to label tiers for teacher reference and report on the effectiveness of intervention strategies.	Complete 04/10/2019	Ralph Jarrett	05/01/2019
	<i>Notes:</i> 2018-2019 We added a column to the Watchdogs notes to include what tier each student was on and a column to indicate what steps teachers had already tried before moving the student up the MTSS process.			
10/29/18	Using resources recommended by Laurie Sypole and Melissa Tatum, the Watchdogs/MTSS team will collect specific strategies for student interventions to implement at various tiers of the MTSS process.		Robin Hevner	05/05/2020
	<i>Notes:</i>			

8/30/19			Using data and resources provided by i-Ready, the Watchdogs/MTSS team will collect specific strategies for student interventions to implement at various tiers of the MTSS process.		Robin Hevner	05/15/2020
			<i>Notes:</i> 8-30-19 The i-Ready program will give us specific resources and suggestions for instruction based on the skill gaps of groups of identified students. Teachers specifically, and the MTSS team in general, can collect these strategies to incorporate into lessons, to design remediation and enrichment, and to develop an intervention protocol.			
9/19/19			Teachers of exceptional children will learn about and implement ECATS. Through ECATS teachers will get information, reports, and tools to better serve the exceptional student population.		Cindy Nelson	05/14/2021
			<i>Notes:</i>			
Implementation:				10/29/2018		
Evidence			10/29/2018			
Experience			10/29/2018			
Sustainability			10/29/2018			
	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:			<p>Our staff members work hard to create a welcoming, positive, and supportive school climate with a school culture that aligns with the specific needs of adolescents. We support our students at many levels with active listening and social contracts.</p> <p>Our guidance counselors make themselves accessible to students in the cafeteria. They also have a system that teachers can use to send students to guidance when specific needs arise. The guidance counselors, student advocate, social worker, psychologist, nurse, administrators, EC Facilitator, and teams of teachers all work together to meet the emotional needs of students as determined by this team in Watchdog meetings.</p>	Limited Development 04/19/2017		

How it will look when fully met:			When this objective is fully met, all teachers will find the right resources to match the emotional needs of each student and will work with the appropriate staff members to ensure that action is taken.		Tracy Whatley	09/07/2021
Actions				2 of 4 (50%)		
	8/9/18	A supervision schedule will be created that reflects daily counselor times in the cafeteria so that counselors are easily accessible to students and so that counselors may implement small groups based on common needs during the lunch period.		Complete 09/04/2018	Dana Albright-Johnson	09/04/2018
		<i>Notes:</i> Supervision schedule will be created by Principal Dana Albright-Johnson. Small groups will be created and led by Counselors Troy Li-Barber and Tracy Whatley. The NE Information course in Canvas has a supervision document that lists the counselors' appointed times to be available to students in the cafeteria.				
	8/9/18	Using the Olweus program as a resource, health/PE teachers will teach through health/PE classes proactive strategies for conflict resolution.		Complete 04/02/2019	Troy Li-Barber	02/05/2019
		<i>Notes:</i> Troy Li-Barber will serve as chairperson of the Olweus team while PE/health teachers April Albright, David Benbow, and Alec Staneck will teach the lessons.				
	9/19/19	Principal, Assistant Principal, and Lead Teacher will attend Youth Mental Health First Aid training at RCSS central services.			Dana Albright-Johnson	10/22/2019
		<i>Notes:</i>				
	8/9/18	To build relationships and arrange support for students, counselors will assess student needs during classroom lessons on topics such as goal setting and mindfulness.			Tracy Whatley	05/05/2020
		<i>Notes:</i> Counselors Troy Li-Barber and Tracy Whatley will teach classroom lessons.				
	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
<i>Initial Assessment:</i>			2017-2018 Currently significant efforts aimed at supporting students' transitions are in place. Specific steps include the following:	Limited Development 08/11/2017		

	<ul style="list-style-type: none"> • Offer parent night on the middle school campus for parents of rising 6th graders. • Arrange tours for rising 6th graders with middle school students as tour guides. • Have fifth grade teachers complete data sheets and submit those to counselors who use the information for best-scenario scheduling. • Arrange for eighth grade students to tour Providence Grove High School to acclimate themselves to new expectations. • Have the middle school student advocate share MTSS notes with the high school. <p>During the 2017-2018 school year a transition plan was written by the school's student services team.</p>			
How it will look when fully met:	When fully met students will transition successfully both to middle school from elementary school and from middle school to high school. This includes all aspects of transitioning such as emotionally, academically, and behaviorally. School resources will be maximized to be sure that students and parents are provided with ample opportunities to acclimate themselves in a "slow release" manner.		Brittany Whitley	05/05/2020
Actions		7 of 9 (78%)		
9/10/18	The School Improvement Team will review past transition steps and adjust/add in order to further support students through transitions.	Complete 09/04/2018	Donna Wood	09/04/2018
<i>Notes:</i>				
8/9/18	A school counselor will visit elementary feeder schools to discuss the upcoming transition activities that are available and to discuss the sixth grade registration process.	Complete 05/01/2019	Tracy Whatley	05/01/2019
<i>Notes:</i> 2018-2019 Counselors Tracy Whatley and Troy Li-Barber visited feeder elementary schools to talk to rising 6th graders on February 25th and February 26th. The counselors visited Grays Chapel, Liberty, and Level Cross. A night for rising 6th graders at Northeastern will take place on 5/1/19.				
9/10/18	A high school counselor and CTE coordinator will visit eighth grade students to discuss registration options and class choices.	Complete 02/15/2019	Tracy Whatley	05/01/2019
<i>Notes:</i> 2018-2019 Providence Grove counselors visited our 8th graders in two rounds on February 11, 2019 to discuss the registration process and to let students know their options for classes. Our 8th graders visited Providence Grove High School on February 12, 2019 to see classes for themselves. On the evening of February 12th, parents of our 8th				

			graders also had an opportunity to visit the high school to learn how to aid their children with the transition. High school registration form were due from all students by February 15, 2019.			
	9/10/18		Students will take field trips through CTE (Career and Technical Education) to manufacturing and health care sites to give students insights into class and career choices.	Complete 05/20/2019	Donna Wood	05/20/2019
			<i>Notes:</i>			
	9/10/18		Our band/chorus teacher will visit elementary feeder schools to educate fifth grade students about middle school band and chorus classes.	Complete 05/20/2019	John Walker	05/20/2019
			<i>Notes:</i> In addition the high school band performed with the middle school band at the Spring concert.			
	9/10/18		Counselors will coordinate with high school counselors to aid eighth graders in setting up CFNC.org accounts for use throughout high school and post-graduation.	Complete 05/07/2019	Tracy Whatley	05/29/2019
			<i>Notes:</i>			
	9/19/19		Sixth grade students will complete Career Exploration Notebooks to begin learning about themselves and what career pathways they may want to pursue. Chris Atkins and Troy Li-Barber will co-plan and co-teach lessons. Students will be able to refine their goals as they progress through middle and high school.		Troy Li-Barber	03/31/2020
			<i>Notes:</i>			
	9/10/18		The athletic department will arrange Middle School Nights for our teams to play or be recognized at the high school to provide a connection to Providence Grove facilities, sports, coaches, and staff.		Troy Li-Barber	05/05/2020
			<i>Notes:</i> 2018-2019 Northeastern cheerleaders competed at Providence Grove High School in December. On September 20, 2019 Providence Grove's athletic department hosted a middle school night.			
	9/10/18		We will arrange opportunities for selected eighth graders to participate in the High Jumps program to facilitate goal setting and transition.	Complete 05/07/2019	Donna Wood	05/20/2020
			<i>Notes:</i>			
		A4.19	All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.(5317)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently students work independently when visiting computer labs. Teachers are missing opportunities to work one-on-one or in	No Development 07/11/2019		

	small groups with students while others are engaged with blended learning via technology.			
How it will look when fully met:	When implemented computer labs would be equipped with tables for small group learning. Teachers would engage in a variety of strategies such as using available time to work with students on specific skills while others work independently or having groups rotate through learning stations.		Dana Albright-Johnson	05/05/2020
Actions		1 of 4 (25%)		
7/11/19	A small table for group work will be added to each computer lab and teacher desks removed to provide space for and encourage easy facilitation of working with individuals and small groups.	Complete 10/01/2019	Dana Albright-Johnson	10/30/2019
<i>Notes:</i> Tables were placed in labs on September 20, 2019. Teacher desks were removed.				
7/11/19	Math teachers are provided direction of how to effectively work with small groups while others work independently (via i-Ready resources).		Dana Albright-Johnson	10/30/2019
<i>Notes:</i> During August 2019 professional development math teachers were given direction by the presenter about how to use i-Ready to work with individuals as well as small groups.				
9/19/19	Teachers will learn and implement the process for "data talks" based on i-Ready math progress.		Danielle Pickard	01/30/2020
<i>Notes:</i>				
9/19/19	Math teachers will lead Math Family Nights at least twice this year. Math teachers will provide information about how i-Ready works, what data is available to parents, how Open Up Resources promote student understanding, what Open Up family resources are available online, and what parents can do to support math learning.		Robin Hevner	02/28/2020
<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
Initial Assessment:		Fully implemented		Full Implementation 09/09/2019	

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			A variety of meetings occur regularly to address student learning. Examples include School Improvement Team meetings, MTSS meetings, grade level and department meetings. However, we do not always meet for the extended periods as described in "Wise Ways."	Limited Development 04/19/2017		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Meetings aimed at improvement will occur twice per month during full school months. (Months of exception would include June, July, and August.)		Ralph Jarrett	05/01/2020
Actions				4 of 6 (67%)		
	8/11/17	A MTSS schedule with more frequent meetings will be established by the administration.		Complete 10/03/2017	Ralph Jarrett	10/03/2017
Notes:						
	9/11/17	Teachers will provide the team advance notice of individual student needs to be addressed.		Complete 06/05/2018	Donna Wood	05/29/2018
Notes: Teachers added students to the MTSS/Watchdogs list and provided updated information based on past actions/concerns. Elective teachers who do not participate in the actual meetings are provided the opportunity to review the notes from previous meetings and add concerns and interventions in advance of each meeting.						
	9/11/17	Team members will provide input and plan strategies to focus student support.		Complete 06/05/2018	Donna Wood	05/29/2018
Notes: Team members work together to determine a course of action for student support. Donna Wood collects the notes of all of the action steps and follows up with the people responsible for implementation. She then adds to the notes what progress has been made between meetings when each student in the process is reviewed. From there the team determines if further action is needed.						
	9/11/17	Appropriate staff (nurse, student advocate, counselors, social worker, lead teacher, administration, etc.) will follow up with various parts of individual student intervention or support before the next meeting.		Complete 06/05/2018	Donna Wood	05/29/2018
Notes: Watchdogs notes each month include updates that indicate how support staff followed up with specific student interventions/support between meetings. These notes also include teacher and staff						

	reflections on the effectiveness of interventions/support.			
	This has become routine.			
9/21/19	Assistant principal Ralph Jarrett will email meeting reminders to support personnel such as nurse, social worker, and facilitator for exceptional children's department to garner more support from external personnel.		Ralph Jarrett	05/01/2020
<i>Notes:</i> Ralph Jarrett sent out the first email in September 2019.				
10/6/19	To strengthen instruction at Tier 1, lead teacher Robin Hevner will lead teachers in vertical visits including an equity check list.		Robin Hevner	05/01/2020
<i>Notes:</i>				
Implementation:		09/10/2018		
Evidence	9/7/2018 The team maintains logs of student interventions at the team and teacher level. The support staff who help implement interventions and strategies also document the "follow up" progress so that the rest of the team can be updated and plan to move to next steps accordingly.			
Experience	9/7/2018 The Watchdogs/MTSS team has met regularly with teams of teachers to determine specific needs of individual students. The team pulls from the combined expertise and support services to create plans for students, implement the plans, and periodically monitor the successes of the plans to readjust as necessary.			
Sustainability	9/7/2018 We will need to continue to update the data that we collect and share in order to refine the process as the team implements new strategies more effectively.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Regarding supervision duties an equitable list is available in the school handbook housed within Canvas. Days of the week are set school-wide for specific activities, such as grade/department planning.	Full Implementation 09/21/2019		

	<p>Cross-grade level department meetings are scheduled monthly.</p> <p>Update October 2019- In addition to teaching teams, the school has established teams related to technology, safety, MTSS, school climate/hospitality, enrichment/remediation time, autism, student recognition/reward system, etc. These teams meet as needed and activities are recorded in the appropriate places within the greater work of the School Improvement Plan.</p>			
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Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
		B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Monitoring of progress and adjustment/modification due to data of Pack Time (extended learning time program for enrichment, remediation, and interventions) has been inconsistent since its implementation into the school schedule but improved significantly with a focus on seventh grade during the 2017-2018 academic year.	Limited Development 08/11/2017		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			When this objective is met fully, Pack Time and other available time periods will optimize available time and other resources and be used effectively to address the individual learning needs of students. Adjustments to programming will be made on a regular basis using available data.		Robin Hevner	05/05/2020
Actions				7 of 8 (88%)		
	9/18/17	Seventh grade teachers will receive guidance and feedback in creating screeners from administrative intern Paula LaPlant.		Complete 10/25/2017	Paula LaPlant	10/03/2017
Notes: Paula LaPlant reviewed each screener, gave teachers suggestions and feedback, helped them develop their plans for remediation and enrichment, and facilitated the overall Pack Time plan.						
Some of the feedback involved validity of data and making sure that						

	our assessment tools are measuring what we intend and giving us valid results.			
8/11/17	Working collaboratively with seventh grade teachers, Janet Rodriguez will create a schedule and plan for pack time that addresses student needs based on available data.	Complete 10/03/2017	Janet Rodriguez	10/03/2017
	<p><i>Notes:</i> Teachers will officially reevaluate groupings every four weeks but will shift individual students as necessary based on formative assessments.</p> <p>10/25/17--In light of the screening assessment data, the teachers have tweaked the schedule provided by Janet Rodriguez. Teachers now have students in remediation groups based on the screener data and students in enrichment settings based on those same assessments.</p>			
3/16/18	Seventh grade teachers will meet with district testing director Beth Davis twice during the first semester to use available data (esp. EVAAS, NC Check Ins, benchmarks) to guide decision making both in the classroom and during extended learning time.	Complete 01/02/2018	Dana Albright-Johnson	01/19/2018
	<i>Notes:</i> Beth Davis met with seventh grade team and support personnel on October 25, 2017 and December 13, 2017, to review and analyze data as well as consider and plan for "next steps" in their classrooms.			
9/11/17	Seventh grade teachers will create, administer, and collect data from reading and math screeners/pre-assessments. They will sort students for pack time enrichment/remediation based on this data.	Complete 04/13/2018	Janet Rodriguez	04/13/2018
	<i>Notes:</i>			
8/9/18	Continuing the plan developed with seventh grade teachers in 2017-2018, eighth grade teachers will create, administer, and collect data from reading math screeners/pre-assessments. They will sort students for Pack Time enrichment/remediation based on this data.	Complete 04/02/2019	Ralph Jarrett	10/02/2018
	<p><i>Notes:</i> Assistant principal Ralph Jarrett will work with eighth grade chairperson Dani Spaun on the development of Pack Time while Lead Teacher Robin Hevner will collaborate with Adam Brown for the seventh grade plan.</p> <p>By October 1 7th grade has administered screeners and have started sorting data to make groups. Eighth grade had administered screeners, sorted data, and placed students in to groups based on the data.</p>			
8/9/18	NC Check-Ins data will be used to inform modifications in the extended learning period (Pack Time).	Complete 04/10/2019	Robin Hevner	04/11/2019
	<i>Notes:</i> Lead Teacher Robin Hevner will lead teams in reviewing data and determining how to use results to inform instruction.			

			Update 1/7/19--Seventh grade teachers have used data from the first NC Check-In to create groups for the round of enrichment and remediation that begins today. Teachers also used "at-risk" data from the district which identified students who at risk of not making a year's worth of growth as determined by the normal curve equivalency from the last set of reading and math EOGs to the first set of NC Check-Ins.			
8/9/18			The math department will develop and implement an intensive focus in afternoon sessions prior to the Math I End-of-Grade assessment.	Complete 06/04/2019	Danielle Pickard	06/04/2019
Notes:						
7/11/19			Through funding by then Serv Grant, a total of ten or more hours of additional math remediation will be offered to a group selected based on available data.		Corey Culp	03/27/2020
Notes:			This strategy will be in place if approved by central services as instructional recovery plan.			
Implementation:				04/24/2018		
Evidence			4/24/2018 Seventh grade teachers have a Google doc of meeting minutes that clearly indicates the pattern of assessing, grouping, planning, remediating/enriching. They also have SchoolNet assessments and student products/work samples.			
Experience			4/24/2018 Seventh grade teachers worked together with Paula LaPlant to create screeners for specific reading and math basic skills. The data from these assessments identified specific students who had gaps. The team designed Pack Time remediation courses for those students and enrichment activities for the students who were proficient in those basic skills.			
Sustainability			4/24/2018 It will be important for us to continue to look for better screening tools so that we get specific, clear, and actionable data. We will also need to continue to improve the strategies we use to remediate and enrich based upon the data.			
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:			While administrators spend much of each week in classrooms and monitor instruction regularly as well as provide feedback, they have not yet reached the expectation of 33% of the time in classrooms. This indicator could best be described as "almost there."	Limited Development 04/19/2017		

How it will look when fully met:			When this objective is fully met administrators will be visible in classrooms on average at least 40% of the time during regular school days. A quick turnaround on written feedback (both formal and informal) for teacher growth will continue. Data needed: walkthrough and formal observation feedback		Dana Albright-Johnson	06/01/2020
Actions				2 of 3 (67%)		
	8/9/18		As a part of developing school culture for growth, teachers will be encouraged to provide peer feedback through vertical visits to classrooms three times per year.	Complete 04/09/2019	Robin Hevner	04/09/2019
<i>Notes:</i>			Teachers completed the first round of vertical visits September 26 and 27. All three visits were completed by the deadline.			
	8/9/18		To provide teachers with immediate and high quality feedback, a full cycle of standard/comprehensive observations will be completed by administrators and peer observers for all licensed employees.	Complete 04/30/2019	Dana Albright-Johnson	04/30/2019
<i>Notes:</i>			Full cycle observations and summatives completed by 4/30/2019			
	8/9/18		In addition to time in classes observing lessons and providing feedback, the principal will provide feedback about written lesson plans as she completes formal observations.		Dana Albright-Johnson	06/01/2020
<i>Notes:</i>						
		B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
Initial Assessment:			In collaboration with Schools that Lead, in 2018-2019 an early indicator warning list was started as a practice prior to full implementation in 2019-2020.	Limited Development 07/11/2019		
How it will look when fully met:			When the goal is met the early indicator risk warning list developed in conjunction with "Schools that Lead" will provide data needed to address students' immediate needs and decrease the risk of dropping out of school.		Dana Albright-Johnson	05/05/2020
Actions				0 of 4 (0%)		
	7/11/19		With an aim to increase frequency over time, the list will be updated quarterly for attendance concerns.		Brittany Whitley	05/07/2020

	<i>Notes:</i> Optimal recurrence is monthly but it will likely take some time to build up to that process.			
7/11/19	With an aim to increase frequency over time, the list will be updated quarterly with behavior concerns.		Nikoda Price	05/07/2020
	<i>Notes:</i> Optimal recurrence is once per month but it may take some time to build up to the process.			
7/11/19	With an aim to increase frequency over time, the list will be updated quarterly with failing grade concerns.		Sherita Hunt	05/07/2020
	<i>Notes:</i> Optimal recurrence is once per month but the team will need some time and practice to build systems and processes.			
9/19/19	Four faculty members (Dana Albright-Johnson, Stephanie Hutchins, Dani Spaun, and Alec Staneck) will attend professional development provided by Schools that Lead and will complete tasks as assigned (such as Plan - Do - Study - Act cycles).		Dana Albright-Johnson	06/05/2021
	<i>Notes:</i>			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Teacher quality and experience			
		C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			2018-2019 Beginning and new-to-the-school faculty and staff have received minimal support in the form of mentor meetings that were not always useful and required beginning teacher meetings that did not always meet the evolving needs of beginners.	Limited Development 08/09/2018		
<i>How it will look when fully met:</i>			When this objective is fully met beginning teachers will find success in the classroom and be motivated to continue in the field of education. Novice teachers will build self-efficacy through increasing competencies via developmentally appropriate professional development and other strategies. Mentors assigned to new teachers will be well-suited in terms of grade and/or content area, and the mentor pipeline will increase the number of available mentors over time. Teacher retention rates will improve.		Dana Albright-Johnson	05/05/2020

	Evidence: teacher retention rate, agendas from monthly meetings, emails sent by lead teacher, number of mentors			
Actions		5 of 6 (83%)		
8/9/18	Beginning teachers and new-to-the-school faculty and staff will receive an extended tour and acclimation period with an experienced teacher (lead mentor). To build relationships, this will include a school-funded lunch with invitations to mentors as well.	Complete 08/16/2018	Stephanie Hutchins	09/04/2018
	<i>Notes:</i>			
8/9/18	Topics for monthly beginning teacher meetings will be planned prior to the start of the school year allowing some flexibility in agendas for "just in time" needs that may arise. Guest speakers for the monthly meetings will be arranged.	Complete 09/04/2018	Stephanie Hutchins	09/04/2018
	<i>Notes:</i> Plan completed by 8/9/2018.			
8/9/18	To lessen the impact of overwhelming demands at the beginning of the school year, measures will be taken to provide a "jump start" for beginning teachers and new-to-the-school faculty. Specifically they will receive a resource including standards and available resources for classroom use. Responsible student helpers will be assigned to assist with tasks such as installing bulletin board paper prior to the beginning of the school year.	Complete 09/04/2018	Stephanie Hutchins	09/04/2018
	<i>Notes:</i>			
8/9/18	To increase the available number of mentors, the principal will encourage additional teachers to complete mentor training through the required online modules.	Complete 09/04/2018	Dana Albright-Johnson	09/04/2018
	<i>Notes:</i> In July 2018 two additional mentors completed training (Kristy Hutcherson and Stephanie Hutchins).			
10/19/18	Over the course of the school year the lead mentor will lead meetings for beginning and new-to-Northeastern faculty and staff members based on topics of greatest need.	Complete 01/03/2019	Stephanie Hutchins	05/07/2019
	<i>Notes:</i> October 2018 had two meetings while November had none due to scheduling challenges (especially due to district meetings). 9/6/18 Meeting--BT binder, forms, requirements, district website with Stephanie Hutchins; technology and online with Jack Embree 10/4/18 Meeting--Share positive and negative experiences with Hutchins; NC Check-Ins and data with Hevner; EC law and paperwork with Tinsley			

	<p>10/30/18 Meeting--Q and A with veteran teachers regarding topics such as opening and closing lessons, avoiding burnout, connections with students, time management, classroom management</p> <p>12/06/18 Meeting--SchoolNet with Eliza Sanders; subs and leave with Cheryl Cox; retirement with Dana Johnson; PDPs with Hutchins</p> <p>1/03/19 Meeting--PDP Midyear Reviews</p>			
7/16/19	Based on the needs of the faculty, meeting agendas for the 2019-2020 academic year will focus on the interests of a second year teachers.		Stephanie Hutchins	05/05/2020
<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
<i>Initial Assessment:</i>			<p>End of 2016-2017 school year</p> <p>The team discussed that data is used regularly but analysis and reflection steps are not yet at fidelity.</p> <p>2/8/18</p> <p>Seventh grade teachers create short assessments for all students. The data gleaned from these assessments is used to place students in math and/or reading enrichment or remediation groups.</p> <p>Teachers, with support from lead teacher and administrative intern, analyze the data from NC Check-Ins in grades six and seven and determine strategies to improve classroom instruction, guide remediation, and support individual students. The item analysis data that the state provides, allows teachers to identify patterns across classes and grade levels to identify strengths and weaknesses in instruction.</p> <p>Note: The administrative intern was only involved during the first three quarters of the 2017-2018 school year.</p>	Limited Development 04/19/2017	

How it will look when fully met:	<p>When fully implemented, student learning would improve continuously through a routine process of developing assessments, gathering data, analyzing data, and using available data to make adjustments to teaching. Additionally, data would be used to make decisions about professional development opportunities for teachers and other personnel.</p> <p>Evidences: PLT (Professional Learning Team) meeting notes/records of identified students who are in need of additional support; classroom observation reports; CFAs (Common Formative Assessments) created in an EOG/EOC format in all core academic subject areas.</p>		Dana Albright-Johnson	09/01/2020
Actions		5 of 7 (71%)		
6/15/17	Data from common assessments will be analyzed monthly at all levels: team, grade, department, and school improvement team.	Complete 05/01/2018	Casey Westmoreland	05/01/2018
<i>Notes:</i> The team noted that it will be the responsibility of each chairperson/grade level leader to share information with Adam Brown. Mid-year the team decided to use NC Check-Ins data as the most relevant formative assessment.				
6/15/17	Refine the development and administration of monthly CFAs to ensure that the questions within the assessments are aligned with the format end-of-year testing.	Complete 05/01/2018	Eliza Sanders	05/01/2018
<i>Notes:</i> Teachers submitted common formative assessments to Eliza Sanders for review. Based on Eliza Sanders' experience creating questions for both School Net and the NC Department of Public Instruction, she has recommended the use of School Net questions across the board to mirror the style and rigor of end-of-year assessments. Assessments that are not made from School Net will continue to be submitted to her for review. <i>Note:</i> The team later decided to allow content area specialists to share questions within the department. Although this step was taken, this is best described as a work in progress.				
6/15/17	Develop and implement a uniform process to analyze data at each level to ensure that the data that is collected is meaningful and useful in driving instructional practice.	Complete 05/01/2018	Casey Westmoreland	05/01/2018
<i>Notes:</i> Teachers developed, administered, and collected data from their CFAs. Teachers submitted this data to Casey Westmoreland to analyze. Upon reviewing all that was submitted from the first round of CFAs, Casey Westmoreland determined that the teachers need to submit data as a				

	<p>grade level set in order for us to determine patterns across each grade level. Teachers were asked to collaborate in PLTs to compile the data from now on. Teachers have specific forms that aid them in the process.</p> <p>Later in the school year the process for data analysis was led through Lead Teacher Robin Hevner, primarily as it related to the NC Check-Ins.</p>			
8/9/18	Based on available data, a school-wide re-emphasis of professional learning communities is the next step in progress. A team of school leaders will attend the Piedmont Triad Educational Consortium session "Optimizing PLCs".	Complete 11/06/2018	Dana Albright-Johnson	11/13/2018
<p><i>Notes:</i> The PLTs will access Data Mart to inform decisions for Pack Time.</p> <p>Adam Brown, Lynne McNeil, and Casey Westmoreland attended the Piedmont Triad Educational Consortium session "Optimizing PLCs on November 6, 2018.</p>				
8/9/18	Differentiated vertical visits will be refined to highlight teachers' strengths as well as areas of interested professional growth.	Complete 04/09/2019	Robin Hevner	04/09/2019
<p><i>Notes:</i> The first round of vertical visits was completed on September 26 and 27.</p>				
7/11/19	During 2019-2020 the lead teacher will lead the faculty in learning about strategies in Explicit Instruction.		Robin Hevner	05/07/2020
<p><i>Notes:</i></p>				
7/11/19	Through Schools that Lead, in 2019-2020 Dani Spaun and Alex Staneck will develop four colleagues each through concepts such as Plan, Do, Study, Act.		Stephanie Hutchins	05/07/2020
<p><i>Notes:</i></p>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			RCSS advertises/posts on a variety of websites including social media, attends job fairs, collaborates with universities, recruits student teachers within RCSS, provides possible offers of early contracts, shares new-graduate lists with principals, and takes employment recommendations from principals.	Full Implementation 10/03/2019		

	<p>RCSS trains all BT and new employees on the NC Teacher Evaluation Model, completes school and district level walkthroughs throughout the school year, follows district and state guidelines/laws, and has HR meet with principals to review staffing plans.</p> <p>RCSS offers a variety of reward opportunities including Pride Pens, Star 3 Recognitions, BT of the Year, Teacher of the Year, Distinguished Educator, Outstanding Employee, Retirement Banquet, Bus Driver Award, Custodian Award, and recognition on social media.</p> <p>RCSS has a recruitment plan and values/utilizes retirees.</p> <p>Northeastern Randolph Middle School supports and participates in these initiatives at the district and school level. The school actively recruits, participates in district walkthroughs, organizes and carries out school level walkthroughs, recognizes and rewards teachers, trains BTs on the Teacher Evaluation System, holds regular BT meetings for on-time BT support, and uses retirees and creative scheduling to meet staffing needs.</p>			
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Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Facilities and technology			
		D2.04	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>2018-2019</p> <p>With the implementation of the Digital Learning Competencies, licensed personnel are expected to move toward the highest level of technology use to support instruction. During the previous school years, professional development focused on the integration of digital skills has been limited. In addition, NC Teacher Working Conditions survey results revealed that teachers were concerned about the lack of available technology available for use.</p>	Limited Development 08/09/2018		
<i>How it will look when fully met:</i>			When this objective is fully met, teachers will have the skill, knowledge, and available technology to meet student learning needs in the classroom. Technology purchases will be made based on a plan that is reviewed and revised regularly with input from within the school community.		Jack Embree	05/05/2020

	Evidence: Technology professional development documents, acquisition of additional technology				
Actions			1 of 3 (33%)		
8/9/18	Media specialist will arrange for licensed personnel to earn at least one renewal credit per year in the Digital Learning Competencies.	Complete 05/07/2019	Jack Embree	05/07/2019	
Notes:					
8/9/18	The technology committee will convene to revise the technology plan based on school-wide needs. Needs will be prioritized and shared with the school improvement team.		Jack Embree	10/08/2019	
Notes: Sixth grade teachers all received new desktops and used Chromebooks in September. Two positions were added in 8th grade, and those teachers also received new desktops.					
8/9/18	Based on input from the technology committee, the school improvement team will make budgetary decisions about what technology tools to pursue for purchase based on available funds.		Cheryl Cox	11/13/2019	
Notes: Based upon available funds, the Technology Team and Leadership Team decided to purchase 7 laptops for 6th grade teachers and 2 laptops for 2 8th grade teachers. These laptops were purchased in August 2018.					
Update 1/8/19--With the Dart grant the school recently received, we purchased a Chromebook for each certified staff member who did not already have one.					

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
Initial Assessment:			The school communicates regularly and in a variety of ways with the school community about how the school is working toward specific goals and about general expectations. The administration regularly sends home school-wide information in the phone messenger system. Our teachers send home weekly e-newsletters to parents so that parents know what students are expected to do in class and at home each week. Teachers also provide structures for parents and students know what work students are missing and what students need	Limited Development 04/19/2017	

	to do to make up or redo work. Time for this is built into our routines and is called ZAP (zeros aren't permitted) time.			
How it will look when fully met:	When this objective is met fully student attendance and achievement will increase while behavioral concerns will decrease due to higher levels of engagement between the home and school. Teachers will continue to meet one on one with parents but will do so on a more frequent basis. Materials will be sent home by the school to encourage parent involvement. Parents will continue to be contacted routinely about student progress (parent portal, interim reports, report cards).		Ralph Jarrett	05/05/2020
Actions		6 of 7 (86%)		
10/26/17	Include a section in the newsletter for tips for parents.	Complete 06/01/2018	Ralph Jarrett	06/01/2018
	<p><i>Notes:</i> We provide tips to recommend to parents depending on a specific issue, need, or topic. For example, during Red Ribbon Week parents were notified of activities and encouraged to attend a parent night about prescription drug use. To encourage reading for enjoyment, the principal wrote an article on the digital app, "Hoopla," and the article was shared in the school's electronic newsletter.</p> <p>The newsletter for 12/4/17 has a parent section entitled, "5 Things Parents Can Do to Help Children Succeed in School."</p>			
8/11/17	Communicate revised language arts and math standards for 2018-2019 to parents via e-newsletter, flyer, and School Messenger.	Complete 09/04/2018	Dana Albright-Johnson	09/04/2018
	<i>Notes:</i> Information was provided to parents in August 2018 via e-newsletter, flyer in Peachjar, and attachments in the emails of School Messenger.			
8/9/18	The school will make as a priority the hiring of a Spanish-speaking classified employee who will be able to assist in parent contacts.	Complete 10/02/2018	Dana Albright-Johnson	10/09/2018
	<i>Notes:</i> The available receptionist position was posted by the RCSS human resources department as "receptionist/interpreter" in August 2018.			
8/9/18	Twitter will be implemented as a tool for community outreach and parent engagement and will address topics such as student attendance and student progress.	Complete 10/02/2018	Ralph Jarrett	10/09/2018
	<i>Notes:</i> Assistant Principal Ralph Jarrett will work with Public Information Officer Tim Moody to set up an account.			
8/9/18	To communicate to parents what their children should know and be able to do each quarter, teacher-written lists of key curriculum concepts will be delivered to parents via e-newsletter.	Complete 04/09/2018	Ralph Jarrett	04/09/2019
	<i>Notes:</i>			

7/11/19	To educate families about an increasing concern among the student population, a presentation on the perils of vaping will occur during interim night.	Complete 09/26/2019	Dana Albright-Johnson	09/26/2019
<i>Notes:</i> Presentation will be organized by Edwina Ashworth with Dana Albright-Johnson as school contact.				
7/11/19	In 2019-2020 a minimum of two family nights about math will be offered.		Robin Hevner	05/07/2020
<i>Notes:</i> Administrative intern Corey Culp will plan the second math night.				

[illegible]

[illegible]



NCStar/SIP Mandatory Components

School Name: Northeastern Randolph 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.

Northeastern Randolph Middle School requests a waiver from the state-required ongoing operational activity of providing a daily duty-free lunch for teachers so that instructional faculty may have a continuous 90 to 110 minute continuous planning block during the school day.

Duty-Free Instructional Planning

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

All full time assigned classroom teachers shall be provided duty-free instructional planning time during regular student contact hours. The duty-free instructional time shall be provided to the maximum extent that provides for the safety and proper supervision of children during regular student contact hours.

Transition Plan for At-Risk Students

☒ Elementary to Middle School

☒ Middle School to High School

Please describe transition plan below.

A variety of strategies exist for students as they move from fifth grade into sixth grade and from eighth grade to ninth grade. Specific steps include the following:

Elementary to Middle School

We organize parent night on the middle school campus for parents of rising sixth grade students.

We arrange for rising sixth graders to have tours with middle school students as tour guides.

Fifth grade teachers complete data sheets and submit those to counselors who use the information for best scenario/best instructional fit scheduling.

Additional needs are met through programs such as the clothes closet and back pack program.

Counselors and principal visit classrooms of fifth graders to discuss upcoming transition activities that are available and to discuss the sixth grade registration process.

Our band/chorus teacher will visit elementary feeder schools to educate fifth grade students about middle school band and chorus classes.

Elementary principals complete vertical visits on middle school campus to increase awareness of expectations.

Administration and student advocate review fifth grade attendance data and address concerns prior to entry or during early weeks of school year (esp. attendance contracts).

Middle School to High School

Eighth grade students tour Providence Grove High School to acclimate themselves to new expectations.

High school counselors meet with students at the middle school to instruct about course options.

Eighth grade teachers counsel their students about course selections and approve honors offerings.

The middle school student advocate shares MTSS notes (data/history/strategies attempted) with the high school.

The middle and high schools share key positions such as the nurse and social worker so support personnel are familiar with students and their needs as they move to ninth grade and beyond.

Middle and high school principal complete vertical visits at each school to collaborate regarding expectations on each campus.

We will coordinate with high school counselors to aid eighth graders in setting up CFNC.org accounts for use throughout high school and post-graduation.

Students will take field trips through CTE (Career and Technical Education) to manufacturing and health care sites to give students insights into future class and career choices.

The athletic department will arrange Middle School Nights for our team to play at the high school to provide a connection to Providence Grove facilities, sports, coaches, and staff.

We will arrange opportunities for selected eighth graders to participate in the High Jumps program to facilitate goal setting and transition.