




Superintendent's Office
Dr. Stephen Gainey, Superintendent

2222-C South Fayetteville Street
Asheboro, NC 27205
Phone 336.318.6100
Fax 336.318.6155
randolph.k12.nc.us

MEMORANDUM

TO: Dr. Rebecca B. Garland, Deputy State Superintendent
North Carolina Department of Public Instruction

Dr. Nancy N. Barbour, Director
District and School Transformation

FROM: Stephen Gainey 

DATE: February 15, 2016

RE: Final Plan for Improvement for Randleman Middle School

Final documents reflect recommended changes and are being submitted for Randleman Middle School in accordance with the guidelines established for North Carolina low-performing schools based on G.S. 115C-105.37 (a):

- Final Plan for Improvement
- School Improvement Plan
- School Professional Development Plan
- Parent letter in English and Spanish

Please contact Catherine Berry, Assistant Superintendent for Curriculum and Instruction, at cberry@randolph.k12.nc.us or 336-318-6030 if further information is needed to satisfy the required action steps.

Randleman Middle School

Final Plan for Improvement for Low-Performing Schools

<p>Path to Pride Strategic Goals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional program that supports academic growth <input checked="" type="checkbox"/> Fiscal responsibility <input checked="" type="checkbox"/> Recruit and retain highly qualified staff <input checked="" type="checkbox"/> Maintain efficient operations <input checked="" type="checkbox"/> Effective public relations 	<p>Strategic Focus:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All students can learn <input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment <input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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Current Level of Performance (Data Summary): Randleman Middle School currently has a School Performance Letter Grade of D with Student EVAAS Growth Not Met. See attached School Improvement Plan for data summary.

Annual Goal: To support Randleman Middle School so that student achievement performance and student achievement growth will increase for all students as measured by End-of-Grade tests in grades 5-8.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Instructional rounds by district staff at all levels	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Schedule, written feedback from Principal, and observation tool to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation

Quarterly review of data, school improvement plan, and professional development	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors, School Data Team, Randleman Middle School Improvement Team	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors, School Data Team, Randleman Middle School Improvement Team	Quarterly review calendar and checklist to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Disadvantaged Student Supplemental Fund (DSSF) support and resources are allocated based on a three year data trend including percentage of economically disadvantaged students and performance level 1 and 2	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	DSSF budget to be monitored by Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
Intervention/Remediation allotment is based on a three year data trend and performance level 1 and 2	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Intervention Remediation Budget to be monitored by Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
Implementation of Multi-Tiered System of Support (MTSS) to focus on core curriculum	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum,	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum,	Professional development calendar, agenda, and sign-in sheet to be monitored by	Quarterly	June 30, 2016	Progress monitor and program evaluation

	and Curriculum Directors		and Curriculum Directors	Principal			
District monthly discipline data review	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Monthly discipline report and PowerSchool reports to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Reflective school self-assessment completed using two different comprehensive needs assessments	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	NCDPI school improvement self-assessment, and AdvancED self-assessment To be monitored by Curriculum Director and Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
In-depth study on <i>Common Core for the Not So Common Learner</i> training for lead teacher	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda and sign-in sheet to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation

<p>Leveled literacy training for all language arts teachers grade 5-8</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>All resources currently in place</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>Agenda, sign-in sheet, and instructional walkthroughs to be monitored by Principal and Curriculum Director</p>	<p>Quarterly</p>	<p>June 30, 2016</p>	<p>Progress monitor and program evaluation</p>
<p>Professional development and purchase of leveled literacy kits with leveled mentor text reading for all ELA teachers grades 5-8</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>All resources currently in place</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>Agenda, sign-in sheet, inventory, and instructional walkthroughs to be monitored by Principal and Curriculum Director</p>	<p>Quarterly</p>	<p>June 30, 2016</p>	<p>Progress monitor and program evaluation</p>
<p>Intellectually gifted academy (AIG) for middle school teachers with the focus on rigor</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>All resources currently in place</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>Agenda, sign-in sheets, and instructional walkthroughs to be monitored by Curriculum Director</p>	<p>Quarterly</p>	<p>June 30, 2016</p>	<p>Progress monitor and program evaluation</p>
<p>Math professional development- Math and Problem-Based/Project-Based Learning for Student Success (MAPSS)</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>All resources currently in place</p>	<p>Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors</p>	<p>Agenda, sign-in sheet, and instructional walkthroughs to be monitored by Principal</p>	<p>Quarterly</p>	<p>June 30, 2016</p>	<p>Progress monitor and program evaluation</p>

Focused professional development on Instructional Coaching for lead teacher	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, walkthroughs, and lead teacher activity log to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
English, language arts, and science teacher training on balanced literacy and the use of Achieve 3000 as a screener	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, instructional walkthroughs and usage reports to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
District AIG/MTSS Program Specialist to provide on-site professional development on depth and complexity	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Program Specialist calendar, activity log, and instructional walkthroughs to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
HillRAP and TransMath for exceptional children	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Agenda, sign-in sheet, instructional walkthroughs, and data notebooks to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation

One additional Intervention teacher	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Personnel report, Intervention plan to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Participation in a Needs Assessment with NCDPI	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Completed Needs Assessment to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Central Services elementary curriculum Lead support	District Elementary Literacy Lead and District Elementary Math Lead	All resources currently in place	Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Coaching log to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Coaching/mentoring for Principal	Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	All resources currently in place	Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors	Coaching log to be monitored by Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation



**Randleman Middle School
School Improvement Plan
2015-2016**

LEA or Charter Name/Number: Randolph County School System

School Name/Number: Randleman Middle School

School Address: 800 High Point Street, Randleman, NC 27317

Plan Year(s): 2014-2016

Date Prepared: February 1, 2016

Principal Signature: _____

Local Board Approval Signature: _____

School Improvement Team Membership

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

Committee Position*	Name	Signature	
Principal	Tracy Dawes		
Assistant Principal Representative	David Cross		
Assistant Principal Representative	Maryellen Gollnick		
Teacher Representative	Anthony Finlen		
Teacher Representative	Kris Billings		
Teacher Representative	Donna Deaton		
Teacher Representative	Morgan Cranford		
Teacher Representative	Samantha Hudson		
Teacher Representative	Mindy Hankins		
Teacher Representative	Jennifer Mowers		
Teacher Representative	Taro Fenberg		
Teacher Representative	Shandra Williamson		
Teacher Representative	Stephanie Wynschenk		
Teacher Representative	Megan Alford		
Inst. Support Representative	Debra Hunt		
Inst. Support Representative	Kalie Berry-Wilson		
Inst. Support Representative	Judy Jackson		
Inst. Support Representative	Monica Handy		
Inst. Support Representative	Dawn Jenkins		
Parent Representative	Rebekah Edwards		

* Add to list as needed. Each group may have more than one representative.

**Randleman Middle School
School Improvement Plan**

Randleman Middle School (RMS) is located in the town of Randleman, in the northern part of Randolph County, which is in the central region of the state. RMS serves 871 students in grades five through eight. There is a 5th grade Academy that is in its second year and was previously a part of Randleman Elementary School. The student population is 66.8 percent White, 24.4 percent Hispanic, 3.8 percent Multi-Racial, 3.7 percent Black, and less than 1 percent American Indian and Asian. The Exceptional Children program serves 12.3 percent of the student body, and the Academically and Intellectually Gifted program serves 14.9 percent of students. Limited English Proficient students comprise 8.3 percent of the student population. 62.6 percent of students are eligible for Free or Reduced-price lunch. The attendance rate is 95 percent, which is in line with the state average.

The principal is in her second year at the school and has served as an administrator in other schools in the district. The school also has two assistant principals, a Lead Teacher, two counselors, a media specialist, a part-time social worker, sixty-four teachers, and two teacher assistants supporting the students of Randleman Middle.

Other data to consider when creating the school improvement plan are attendance, population, proficiency and subgroup changes over a three year period.

Year	Total	Indian	Asian	Black	White	Latino	Multi Race	ED	SWD	Attendance
2012-13	659	6	3	18	484	130	18	477	108	96.06%
2013-14	778	7	5	31	557	155	23	503	94	96.49%
2014-15	902	7	6	39	608	206	36	605	120	95.24%

Free and Reduced Meal Rates

	Free	Reduced	Percentage of population
December 2015	519	68	.666%
June 2015	549	61	.676%
June 2014	444	67	.657%
June 2013	424	62	.630%
June 2012	451	60	.649%

Teacher Turnover Rate

2010	2011	2012	2013	2014	2015
7.70%	5.77%	11.54%	8.00%	6.12%	10.42%

Performance Data

	2013	2014	2015
Performance Composite	36.40%	48.00%	45.40%
Growth	Met (also Met in 2011 & 2012)	Met	Not Met
GLP	N/A	48%	45.4%
CCR	N/A	37.9%	27.9%

Discipline Data

	2010	2011	2012	2013	2014	2015
OSS-Short Term	36	30	13	20	22	53
OSS-Long Term	0	0	0	0	1	1

2013-2014	5th	6th	7th	8th	Total # of Incidents
Disruptive Behavior	N/A	9	23	32	64
Disrespect to Faculty	N/A	0	5	13	18
Insubordination	N/A	0	0	0	0
Total # of Incidents	N/A	9	28	45	82

2014-2015	5th	6th	7th	8th	Total # of Incidents
Disruptive Behavior	0	37	31	53	121
Disrespect to Faculty	0	9	8	36	53
Insubordination	0	16	8	68	92
Total # of Incidents	0	62	47	157	266

2015-2016 (as of 1/5/16)	5th	6th	7th	8th	Total # of Incidents
Disruptive Behavior	1	2	14	16	33
Disrespect to Faculty	0	1	1	2	4
Insubordination	0	2	6	1	9
Total # of Incidents	1	5	21	19	46

**Subgroup Performance Data Percentage Proficient
Math 3-8**

	2012/13	2013/14	2014/15
Black	20.8	33.3	27.5
Hispanic	26.7	33.3	31.4
White	30.9	37.6	40.5
AIG	88.4	>95	>95
EDS	22.4	28	30.2
LEP	6.3	7.5	8.1
SWD	<5	<5	5
All	29.3	35.6	37.2

As the data reveals, RMS grew in each subgroup with a slight tick backwards with black and Hispanic students over the last 2 years. The data also shows the 10% achievement gap between white students and the other large populations of students including black, Hispanic, and EDS students. LEP and SWD students continue to improve.

Reading 3-8

	2012/13	2013/14	2014/15
Black	20.8	40	32.5
Hispanic	27.3	35.3	36.5
White	40.8	55	52.5
AIG	89.5	94.9	94.6
EDS	29.6	41.2	40
LEP	<5	5.7	12.3
SWD	<5	7.4	10
All	37.1	49.8	47.2

RMS Reading data shows small amounts of growth over the last 2 years however the achievement gap widens to nearly 20% among black and Hispanic subgroups.

Science 5 & 8

	2012/13	2013/14	2014/15
Black	22.2	87.5	46.7
Hispanic	30.2	57.4	46.9
White	47.2	64.7	62.6
AIG	>95	>95	>95
EDS	36.2	58.6	47
LEP	26.3	15.4	25.6
SWD	27	17.2	26.8
All	43.3	63.3	56.3

Again the data shows achievement gaps of close to 20% between white students and other minority groups

**Randleman Middle School
School Improvement Plan**

Path to Pride Strategic Goals <input checked="" type="checkbox"/> Instructional program that supports academic growth <input checked="" type="checkbox"/> Fiscal responsibility <input checked="" type="checkbox"/> Recruit and retain highly qualified staff <input checked="" type="checkbox"/> Maintain efficient operations <input checked="" type="checkbox"/> Effective public relations	Strategic Focus: <input checked="" type="checkbox"/> All students can learn <input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment <input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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Current Level of Performance (Data Summary): Overall student proficiency on End-of-Grade assessments dropped from 48% in 2014 to 45.4% in 2015.

Annual Goal: Adoption and implementation of Tier 1 and Tier 2 of MTSS in the 5th grade.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
MTSS training provided for school MTSS team	District, Admin, Lead Teacher	District expectations for MTSS, revisit Goal 2019	Admin	Agenda, sign in sheets, MTSS notebooks to be monitored by administration	Quarterly	June 2016	Implementation of Tier 3
MTSS training provided for 5th grade teachers	Admin, Lead Teacher, school MTSS team	District expectations for MTSS, revisit Goal 2019	Admin	Agenda, sign in sheets, MTSS notebooks to be monitored by administration	Quarterly	June 2016	
Review of Tier 1 Core instruction and current behavior expectations	Admin, Lead Teacher, school MTSS team, 5th grade teachers	Designated meeting time, Tier 1 Core instruction, examples and exemplars of behavior expectations, MTSS training	Admin	Discipline data, Defined Tier 1 Core instruction for ELA and Math to be monitored by administration	Quarterly	June 2016	
Create behavior expectations matrix and Tier 2 interventions	School MTSS team	Sample behavior matrices, MTSS training	Admin	Behavior matrix and check in/out (CICO) to be monitored by administration	Quarterly	June 2016	

**Randleman Middle School
School Improvement Plan**

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Current Level of Performance (Data Summary): 2014-2015 Math proficiency by grade level:
Three year performance data is provided in the chart below. The 2012-13 school year includes students who scored a level 3 or 4 on the math EOG. The last two years include grade level performance which includes levels 3, 4 or 5.

	2012/13	2013/14	2014/15
Black	20.8	33.3	27.5
Hispanic	26.7	33.3	31.4
White	30.9	37.6	40.5
AIG	88.4	>95	>95
EDS	22.4	28	30.2
LEP	6.3	7.5	8.1
SWD	<5	<5	5
All	29.3	35.6	37.2
5th		N/A	47.9
6th		38.6	38.5
7th		34.2	35.3
8th		34.4	32.7

Annual Goal: Increase overall math proficiency by at least 7.5% across grade levels and subgroups as measured by end of year state assessments in order to be aligned with Goal 2019.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Implement school-wide tutoring at least once per week for all math students. Strategy-Create competition or other incentive plan to boost attendance.	Math teachers, Lead Teacher	Schoolnet assessments, math manipulatives, digital resources, math resources	Admin, Lead Teacher	Benchmarks, classroom assessments, at-risk reports, attendance records to be monitored by classroom teachers, Lead Teachers and administration	Quarterly	June 2016	

Implement and utilize IXL.	Math classroom teachers	IXL program, computers, IXL PD, media center	Classroom teachers, media specialist, LT	Benchmarks, classroom assessments, IXL reports, quantile levels, schedules, at-risk reports, parent feedback, student feedback will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	
Remediation/Power Up	Classroom teachers, counselors	EOG data, IXL, diagnostic assessments, CFAs, PLC time, math grades, Scholastic Math magazine	Teachers, Admin, LT	Benchmarks, classroom grades, attendance reports, at risk reports, will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	
Increase student buy-in and motivation with the implementation of Tiger Trackers and student planners. Strategy-Utilize Tiger Trackers for students to monitor grades, self-reflect, and set quarterly goals.	All teachers	Tiger Tracker template, student planners, Tiger Time, lesson plans	Teachers, Lead Teacher, Administration	Tiger Trackers, student planners, at-risk reports, parent survey, student survey will be monitored by classroom teachers, Lead Teacher and administration	Monthly	June 2016	
Teachers will effectively utilize PLCs for analysis of student data and provide descriptive feedback to students in a timely manner.	Math teachers	PLC time, Schoolnet assessments, other common assessments, data charts	Classroom teachers, Lead Teacher, Administration	PLC notes, assessments, assessment results, lesson plans, descriptive student feedback samples, student planners, parent contact log, tutoring log. will be monitored by classroom teachers, Lead Teacher and administration	Monthly	June 2016	

**Randleman Middle School
School Improvement Plan**

<p>Path to Pride Strategic Goals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional program that supports academic growth <input checked="" type="checkbox"/> Fiscal responsibility <input checked="" type="checkbox"/> Recruit and retain highly qualified staff <input checked="" type="checkbox"/> Maintain efficient operations <input checked="" type="checkbox"/> Effective public relations 	<p>Strategic Focus:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All students can learn <input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment <input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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Current Level of Performance (Data Summary): 2014-2015 Reading proficiency by grade level:			
	2012/13	2013/14	2014/15
Black	20.8	40	32.5
Hispanic	27.3	35.3	36.5
White	40.8	55	52.5
AIG	89.5	94.9	94.6
EDS	29.6	41.2	40
LEP	<5	5.7	12.3
SWD	<5	7.4	10
All	37.1	49.8	47.2
5th		N/A	34.2
6th		52.7	50
7th		49.6	48
8th		47.4	49.6

Annual Goal: Increase overall reading proficiency by at least 7.5% across grade levels and subgroups as measured by end of year state assessments in order to be aligned with Goal 2019.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Utilize Achieve3000 and IXL to increase and improve lexile levels and reading comprehension	Classroom teachers, media specialist	Professional development on Achieve 3000 and IXL digital tools, computer labs/carts	Administration, Lead Teacher, PLC Teams	Achieve3000 data reports, IXL data reports, benchmarks, common assessment data, EOG data will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	

Remediation/Power Up	Classroom teachers, counselors	EOG data, IXL, diagnostic assessments, CFAs, PLC time, math grades, F&P assessments (5 th), running records (5 th)	Admin, LT	Benchmarks, classroom grades will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	
Implement school-wide tutoring at least once per week for all students	Reading teachers	Schoolnet assessments, Scholastic magazines, reading resources	Admin, LT	Benchmarks, classroom assessments will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	
Create and effectively utilize interactive word walls. Strategy 1-Front load students with essential vocabulary. 2- Refer back to word wall during instruction	All teachers	Word wall activities/strategies, vocabulary resources, Flocabulary, Writer's workshop, Subgroup data, PLC time with ESL and SWD teachers	Administration, Lead Teacher, PLC Teams	Lesson plans, curriculum clips, common assessments, benchmarks, will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	
Increase student buy-in and motivation with the implementation of Tiger Trackers and student planners. Strategy-Utilize Tiger Trackers for students to monitor grades, self-reflect, and set quarterly goals.	All teachers	Tiger Tracker template, student planners, Tiger Time, lesson plans	Classroom teachers, Lead Teacher, Administration	Tiger Trackers, student planners, at risk reports, Parent survey, student survey will be monitored by classroom teachers, Lead Teacher and administration	Monthly	June 2016	
Teachers will effectively utilize PLCs for analysis of student data and providing descriptive feedback to students	All Teachers	PLC time, Schoolnet assessments, other common assessments, data charts	Classroom teachers, Lead Teacher, Administration	PLC notes, assessments, assessment results, lesson plans, descriptive student feedback samples, parent contact logs, tutoring logs, will be monitored by classroom teachers, Lead Teacher and administration	Monthly	June 2016	

Implement Readers Workshop 1. Launching/Mentor Text 2. Fiction	All ELA Teachers	Professional Development on Launching Mentor Text and Reader's Workshop – Fiction Kit	ELA Teachers, Lead Teacher, AIG Coor. Admin., Director				
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**Randleman Middle School
School Improvement Plan**

<p>Path to Pride Strategic Goals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional program that supports academic growth <input checked="" type="checkbox"/> Fiscal responsibility <input checked="" type="checkbox"/> Recruit and retain highly qualified staff <input checked="" type="checkbox"/> Maintain efficient operations <input checked="" type="checkbox"/> Effective public relations 	<p>Strategic Focus:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All students can learn <input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment <input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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Current Level of Performance (Data Summary): 2014-2015 Science proficiency by grade level: 5th - 52.89%, 8th – 57.8%			
	2012/13	2013/14	2014/15
Black	22.2	87.5	46.7
Hispanic	30.2	57.4	46.9
White	47.2	64.7	62.6
AIG	>95	>95	>95
EDS	36.2	58.6	47
LEP	26.3	15.4	25.6
SWD	27	17.2	26.8
All	43.3	63.3	56.3
5th			52.89
8th		63.3	57.8

Annual Goal: Increase overall science proficiency by at least 7.5% for 5th and 8th grades as measured by end of year state assessments in order to be aligned with Goal 2019.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Implement schoolwide tutoring at least once per week for all science students. Strategy-Create competition or other incentive plan to boost attendance.	Science teachers	Schoolnet assessments, science resources, vertical PLC meeting	Administration, Lead Teacher, PLC Teams	Benchmarks, classroom assessments, lesson plans, at-risk list will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	

Continue focus on interactive word walls and vocabulary.	Science teachers	Word wall activities/strategies, vocabulary resources, Flocabulary, PLC time	Admin, LT	Lesson plans, curriculum clips, PLC meeting notes will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	
Increase student accountability with the implementation of Tiger Trackers and student planners.	All teachers	Tiger Tracker template, student planners, Tiger Time	Classroom teachers	Tiger Trackers, student planners will be monitored by classroom teachers, Lead Teacher and administration	Monthly	June 2016	
Teachers will effectively utilize PLCs for analysis of student data	Science teachers	PLC time, Schoolnet assessments, other common assessments	Classroom teachers	PLC notes, assessments, assessment results, lesson plans will be monitored by classroom teachers, Lead Teacher and administration	Monthly	June 2016	

**Randleman Middle School
School Improvement Plan**

<p>Path to Pride Strategic Goals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional program that supports academic growth <input checked="" type="checkbox"/> Fiscal responsibility <input checked="" type="checkbox"/> Recruit and retain highly qualified staff <input checked="" type="checkbox"/> Maintain efficient operations <input checked="" type="checkbox"/> Effective public relations 	<p>Strategic Focus:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All students can learn <input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment <input checked="" type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input checked="" type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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Current Level of Performance (Data Summary): In 2014-2015, there were 100 incidences of bus discipline. SEE Discipline Data Charts on page 2 of this School Improvement plan.

2013-2014	5th	6th	7th	8th	Total # of Incidents
School Bus Incidences	N/A	14	6	12	32

2014-2015	5th	6th	7th	8th	Total # of Incidents
School Bus Incidences	4	31	22	43	100

2015-2016 (as of 1/5/16)	5th	6th	7th	8th	Total # of Incidents
School Bus Incidences	2	8	10	5	25

Annual Goal: Decrease bus discipline by 20% as measured by the number of bus referrals. To increase student achievement and engagement RMS will decrease four targeted behaviors (disruptive, bus misbehavior, disrespect to staff, and insubordination) referrals by 20% as measured by the number of total year end office referrals.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Beginning of year school and district trainings with bus coordinators	AP, bus drivers, district and quadrant bus coordinators	Trainings, routine bus video inspections, state mandated video	AP	Documentation, monthly meeting agendas and rosters, bus videos will be	Ongoing	June 2016	

				monitored by administration			
Provide drivers with strategies for handling bus issues before resorting to referrals	AP, bus drivers	Document listing the strategies, impromptu ride alongs	AP	Bus referrals, bus tickets, monthly agendas and rosters, bus videos will be monitored by administration	Ongoing	June 2016	
Monthly meetings with bus drivers	AP, bus drivers	Strategies and resources for alternate methods for dealing with bus issues, 5 Step System for handling bus situations	AP	Meeting agenda, bus driver notebooks, bus tickets, documentation of 5 Step System will be monitored by administration	Monthly	June 2016	
Analyze discipline data monthly to identify trouble areas	Administration, Data Team	Peeling the onion protocol, monthly meeting and updates provided to faculty, Defined 7 Step Team Expectations, Defined 5 Step Bus Expectations	Administration	Discipline Data and surveys, Climate survey, Monthly discipline reports, parent contact logs, Team/Parent/Student Conference logs and feedback will be monitored by classroom teachers, Lead Teacher and administration	Monthly	June 2016	

Randleman Middle School

QUARTERLY PROFESSIONAL DEVELOPMENT REVIEW 2015-2016

Professional Development Goal(s):

1. Provide resources and programs to enable ELA teachers to improve learning and increase student achievement.
2. Provide resources and programs to enable math teachers to improve learning and increase student achievement.
3. Create opportunities within science classes to improve learning and increase student achievement.
4. Implement MTSS in 5th grade.

Professional Development Design and Schedule:

ELA

- ELA workshop on Achieve 3000
- 5th grade PD on Literacy Standards
- 5th grade quarterly planning sessions for ELA
- Implementation of IXL with online PD
- Two day training for "Launching Reader's and Writer's Workshop"
- Department meetings and weekly PLCs for planning and follow up

Math

- 5th grade PD on math resources
- 5th grade quarterly planning sessions for math
- Implementation of IXL with online PD
- Department meetings and weekly PLCs for planning and follow up

Science

- 5th grade PD on incorporating science into ELA
- Achieve 3000 science training
- Incorporate full year classes in science
- Department meetings and weekly PLCs for planning and follow up

MTSS

- MTSS training schedule is contingent upon county plans and guidelines

Overarching

- Team Index Card Activity - 1st semester
- Google docs training - beginners and advanced
- Book study - 2nd semester

Progress Toward Meeting Professional Development Goal(s):

- Google docs (beginners) PD completed 10/07/15
- Team Index Card activity - ongoing - projected date of completion 10/29/2015
- Achieve 3000 trainings completed
- 5th grade PD and planning sessions scheduled and ongoing for the year
- MTSS team leader attended initial meeting

Evaluation of Effectiveness of Professional Development (based upon data):

Curriculum Clips, Observations, Eleot, Lesson plans, PLC meetings and notes, 5th grade quarterly planning documents, benchmark data



2222-C South Fayetteville Street
Asheboro, NC 27205
Phone 336.318.6100
Fax 336.318.6166
randolph.k12.nc.us

Date: October 16, 2015

Dear Parent/Guardian:

The Randolph County School System (RCSS) has had a successful start to the 2015-2016 school year in large part due to your parental support. We are providing this letter to you about the latest General Assembly action on the 2015-2016 budget, as it applies to our schools performance grades. As a part of the budget bill, the General Assembly has made some changes to the definition of a "Low Performing School", added a new definition and criteria for the "Low Performing District" and has given some specific guidance and direction to these schools and districts. As a parent/guardian of a student attending Randleman Middle School, I am writing this letter to let you know that your child(s) school, has been designated as a low performing school by the North Carolina State Board of Education. As defined in G.S. 115C-105.37: "The State Board of Education shall design and implement a procedure to identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standard or benchmark used for elementary school achievement include:

1. Annual end-of-grade mathematics and reading assessments in grades 6–8 (achievement levels 3 and above).
2. Annual end-of-grade science assessments in grade 8 (achievement levels 3 and above).
3. Annual end-of-course assessments in Math I (achievement levels 3 and above).

Randleman Middle School received a D school performance grade and did not meet growth status, and as a low performing school, is required to develop an improvement plan that specifically addresses how the school will improve both the school performance grade and school growth score. The plan will also include how the superintendent and other central office administrators in the district will work with us and monitor the progress of our school. We are already engaged in the work of refining our plan and will present the plan for approval at our school board meeting on October 19. After the initial approval by our board of education, we will submit the plan to the State Board of Education for review. The State Board's designee, staff members of NCDPI's District and School Transformation division, will read each plan and provide feedback to the school. After considering the feedback from the state, our local board of education will give final approval to the plan so that the final plan for improvement can be posted on our local district website <http://randolphcountyschoolsnc.schoolinsites.com/> as well as the NCDPI's website (www.ncpublicschools.org).

Our school is focused on continuous improvement and I look forward to working with each of you as we continue to focus on providing the best education for our children. Please don't hesitate to contact me with any specific questions as we move through this process.

Sincerely,

Tracy Dawes

Principal, Randleman Middle School



2222-C South Fayetteville Street
 Asheboro, NC 27205
 Phone 336.318.6100
 Fax 336.318.6166
 randolph.k12.nc.us

16 octubre, 2015

Estimado Padre/tutor:

El Sistema Escolar del Condado de Randolph (RCSS) ha tenido un buen comienzo de año escolar 2015-2016, en gran parte debido a su apoyo como padres. Estamos proporcionando esta carta a usted acerca de la última acción de la Asamblea General sobre el presupuesto 2015-2016, que se aplica a las calificaciones de rendimiento de las escuelas. Como parte del proyecto de presupuesto, la Asamblea General ha hecho algunos cambios en la definición de una "Escuela de Bajo Rendimiento", y añadió una nueva definición y criterios para el "Distrito Bajo Rendimiento" y ha dado alguna orientación específica y la dirección de estas escuelas y los distritos. Como padre/tutor de un estudiante que asiste a la escuela secundaria Randleman Middle, estoy escribiendo esta carta para hacerle saber que la escuela de su hijo(a), ha sido designada como una escuela de bajo rendimiento por la junta educacional estatal de Carolina del Norte. Según se define en el estatuto general de G.S.115C-105.37: "La junta educacional estatal deberá elaborar y poner en práctica un procedimiento para identificar a las escuelas de bajo rendimiento sobre una base anual. Las escuelas de bajo rendimiento son los que reciben una calificación de rendimiento escolar de D o F y una puntuación de crecimiento escolar de "crecimiento esperado cumplido" o "crecimiento esperado que no se cumple", como se define en GS 115C-83.15".

Las calificaciones de rendimiento escolar se basan en el rendimiento estudiantil (80%) y el crecimiento (20%). Los indicadores y las normas de competencia o de referencia utilizados para el logro de la escuela primaria incluyen:

1. La prueba anual en matemáticas y evaluaciones de lectura de los grados 6-8 (nivel de logro 3 y superior).
2. La prueba anual de fin de grado de ciencias naturales en el grado 8 (nivel de logro 3 y superior).
3. La prueba anual de fin de curso de matemáticas 1 (nivel de logro 3 y superior).

La escuela secundaria Randleman Middle recibió una calificación de rendimiento escolar de D y no alcanzó el estado de crecimiento, y como escuela de bajo rendimiento, se requiere el desarrollo de un plan de mejora que se refiere específicamente, cómo la escuela va a mejorar tanto la calificación de rendimiento escolar y el aumento de puntajes escolares. El plan también incluirá cómo el superintendente y otros administradores de la oficina central en el distrito trabajarán con nosotros y monitorear el progreso de nuestra escuela. Ya estamos comprometidos en el trabajo de clarificar nuestro plan y vamos a presentar el plan para su aprobación en la reunión de la junta escolar el 19 de octubre. Después de la aprobación inicial por nuestra junta escolar, vamos a presentar el plan a la junta educacional estatal para su revisión. El designado de la junta estatal, los miembros del personal del NCDPI y la división de Transformación Escolar y de distrito, leerá cada plan y proporcionar información a la escuela. Después de considerar la reacción del estado, nuestra junta local educacional dará la aprobación final al plan para que el plan final para la mejora puede ser publicada en nuestro sitio web local de <http://randolphcountyschoolsnc.schoolinsites.com/> y el sitio web del distrito, así como el sitio web de NCDPI (www.ncpublicschools.org).

Nuestra escuela se centra en la mejora continua y espero con interés trabajar con cada uno de ustedes a medida que continuamos concentrándonos en proporcionar la mejor educación para nuestros niños. Por favor, no dude en ponerse en contacto conmigo con cualquier pregunta específica a medida que avanzamos a través de este proceso.

Atentamente,

Tracy Dawes
 Directora, escuela secundaria Randleman Middle