




Superintendent's Office
Dr. Stephen Gainey, Superintendent

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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 Southeastern Randolph Middle School

Final documents reflect recommended changes and are being submitted for Southeastern Randolph 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.

Southeastern Randolph 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): Southeastern Randolph Middle School currently has a School Performance Letter Grade of F with Student EVAAS Growth Not Met. See attached School Improvement Plan for data summary.

Annual Goal: To support Southeastern Randolph 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 6-8.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p>Instructional rounds by district staff at all levels</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>Schedule, written feedback from Principal, and observation tool to be monitored by Curriculum Director</p>	<p>Quarterly</p>	<p>June 30, 2016</p>	<p>Progress monitor and program evaluation</p>

Quarterly review of data, school improvement plan, and professional development	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors, School Data Team, Southeastern Randolph Middle School Improvement Team	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors, School Data Team, Southeastern Randolph 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	All resources currently in place	Principal, Superintendent, District Leadership, Assistant Superintendent	Professional development calendar, agenda, and sign-in sheet, to be monitored	Quarterly	June 30, 2016	Progress monitor and program evaluation

	for Curriculum, and Curriculum Directors		for Curriculum, and Curriculum Directors	by 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 Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation

Levelled literacy training for all language arts teachers grade 6-8	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, and instructional walkthroughs to be monitored by Curriculum Director and Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Professional development and purchase of leveled literacy kits with leveled mentor text reading for all ELA teachers grades 6-8	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, inventory, and instructional walkthroughs to be monitored by Principal and Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Intellectually gifted academy (AIG) for middle school teachers with the focus on rigor	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 sheets, and instructional walkthroughs to be monitored by Principal and Curriculum Director	Quarterly	June 30, 2016	Progress monitor and program evaluation
Math professional development- Math and Problem-Based/Project-Based Learning for Student Success (MAPSS)	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, and instructional walkthroughs to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation

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 Principal and 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

Two additional Intervention teachers	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
Extra half Assistant Principal	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 to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Participation in a deep data dive with NC School Boards Association	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 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 Principal	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 Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation
Increase and expand current social worker position to 70% in order to absorb student advocate responsibilities	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 to be monitored by Principal	Quarterly	June 30, 2016	Progress monitor and program evaluation
Expand an existing partnership with North Carolina New Schools to provide strategic professional development	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	Meeting logs, goal statements, planning session minutes, professional development agendas to be monitored by Principal, Curriculum Director and Assistant Superintendent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation



Southeastern Randolph Middle School
School Improvement Plan
2015-2016

LEA or Charter Name/Number: Randolph County School System

School Name/Number: Southeast Randolph Middle School

School Address:

Plan Year(s): 2014-2016

Date Prepared: 1/29/16

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	Committee Position*	Name
Principal	Michelle Ford		
Assistant Principal Representative	Jeff Minton		
Assistant Principal Representative	Larry Hill		
6 th Grade Teacher Representative	Rachel Fry		
7 th Grade Teacher Representative	Brandi Wall		
8 th Grade Teacher Representative	Katie Darnley		
Elective Teacher Representative	Emily Scotton		
Inst. Support Representative	Kim Steele		
Student Services Representative	Christina Creason		
Media and Technology Representative	Scarlet Auman		
EC Representative	Alyson McNamara		
Classified Employee Representative	Crystal Richardson		
Child Nutrition Representative	Sherry Faircloth		
Parent Representative	Leslie Smith-Moore		

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

Southeastern Randolph Middle School Demographic Information:

Southeastern Randolph Middle School, built in 1993, is located in the Southeastern corner of Randolph County. Our county is one of the largest in North Carolina and is situated in the center of the state. Other counties that border our attendance zone are Chatham, Moore and Montgomery. The 645 students that attend Southeastern Randolph Middle School are from the rural communities of Coleridge, Franklinville, Liberty, and Ramseur. Each of these communities has unique qualities, yet all of them exemplify small-town life and are experiencing the continued effects of the loss of manufacturing plants and textile mills over the last several years. Parents travel to nearby cities for employment and most of our students come from families that are in the average to low-income range. There is a rich history of family tobacco, cattle and chicken farms in this area. As the productivity of farming has declined and mill work has become scarce, the population has become more transient and diverse.

Southeastern Randolph Middle School serves a multi-ethnic school population. Current student demographic information shows that 60 percent are White, 24 percent are Hispanic, 10 percent are Black, and 6 percent comprise Multi-racial, American Indian and Asian. Economically disadvantaged students account for 71.34 percent of the population as indicated by participation in the free or reduced lunch program. Additionally, 13 percent are Students with Disabilities, 8 percent are classified as Limited English Proficient, and 9 percent of students have been identified as Gifted Students. Southeastern’s licensed faculty includes 47 full-time members and there are multiple employees who split their time between two or more schools. The classified employees, such as teacher assistants, bus drivers and custodians, number 23. Demographically employees reflect the student population with the exception of Hispanics/Latinos as we do not currently have any Hispanic/Latino staff members. Southeastern has 34 percent of its teachers in their first three years of teaching and 30 percent who have 10 or more years of teaching experience. Approximately 13 percent of our licensed faculty hold National Board Certification. An additional half-time Assistant Principal position was added to Southeastern Randolph Middle School for the 2015-2016 school year and we now have 1.5 Assistant Principal positions. The current principal has been in place since January of 2015.

One significant challenge within the school is student performance on measures such as the state’s end-of-grade exams. The school has made minimal progress in several areas, such as science and math, over the last two years and led the district’s middle schools in growth for College and Career Ready performance in 2014-2015. Despite these small wins underperformance remains a concern. The school continues to transition to a multi-tiered system of supports and has recently earned Model School status for the PBIS program in its third year of implementation.

Other data to consider in the development of the School Improvement Plan:

2012-2013

Subject MATH	All Students	Black	Hispanic	White	EDS	LEP	SWD	AIG
EOG Math Grades 3-8	21.2	14.3	16.5	24.6	16.9	22.9	<5	82.6
EOG Math Grade 6	19.7	20	17.5	21	17.8	<5	<5	94.7
EOG Math Grade 7	15.2	10.7	17.5	15.9	13.1	5.3	<5	78.9
EOG Math Grade 8	28.4	10.5	14	35.1	19.0	<5	<5	93.3

Subject-Reading	All Students	Black	Hispanic	White	EDS	LEP	SWD	AIG
EOG Reading Grades 3-8	30.1	22.2	18.3	35.9	22.4	<5	6.2	93.2
EOG Reading Grade 6	28.6	32	21.1	30.8	25.8	<5	6.9	80
EOG Reading Grade 7	29.1	10.5	14	37.7	20.2	<5	<5	>95
EOG Reading Grade 8	32.4	21.1	20	38.5	21.1	<5	6.9	>95

SERMS 2013-14

Subject	All Students	Black	Hispanic	White	EDS	LEP	SWD	AIG
EOG Reading Grades 3-8	39.8	34.2	34.5	43.9	34.2	<5	6.5	>95
EOG Reading Grade 6	41.7	36.4	34.5	47.4	35.3	<5	<5	>95
EOG Reading Grade 7	39.8	33.3	35.7	42.9	34.6	<5	6.3	>95
EOG Reading Grade 8	37.8	31.6	33.3	41.1	32.5	5.6	12.5	>95

2013-14

Subject	All Students	Black	Hispanic	White	EDS	LEP	SWD	AIG
EOG Math Grades 3-8	19.6	7.6	17.0	23.6	16.6	<5	5.4	79.1
EOG Math Grade 6	20.9	<5	14.5	27.9	17.6	<5	<5	94.4
EOG Math Grade 7	19.9	18.5	17.9	21.4	18.9	<5	6.3	69.2
EOG Math Grade 8	17.8	<5	18.3	21.2	13.1	<5	8.3	78.3

SERMS 2014-2015

Subject	All Students	Black	Hispanic	White	EDS	LEP	SWD	AIG
EOG Reading Grades 3-8	35.9	34.7	25.1	41.5	28.9	<5	9.3	92.6
EOG Reading Grade 6	37.7	38.1	21.1	45.1	28.6	<5	8.6	>95
EOG Reading Grade 7	34.9	28.6	28.6	41.3	28.3	<5	9.4	88.2

EOG Reading Grade 8	35.0	39.1	25.9	37.4	30.1	<5	10.0	88.5
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2014-15

Subject	All Students	Black	Hispanic	White	EDS	LEP	SWD	AIG
EOG Math Grades 3-8	24.2	23.6	18.6	27.3	20.9	<5	<5	85.3
EOG Math Grade 6	26.8	23.8	24.6	28.4	22.5	<5	5.7	92.0
EOG Math Grade 7	19.6	10.7	10.7	26.8	16.9	<5	<5	82.4
EOG Math Grade 8	26.0	39.1	20.4	26.6	23.3	<5	<5	80.8

TREND DATA for SERMS (percent proficient)

Subject Math	2013	2014	2015	READING	2013	2014	2015
Math 3-8	21.2	19.6	24.2	Reading 3-8	30.1	39.8	35.9
Black	14.3	7.6	23.6	Black	22.2	34.2	34.7
Hispanic	16.5	17.0	18.6	Hispanic	18.3	34.5	25.1
White	24.6	23.6	27.3	White	35.9	43.9	41.5
EDS	16.9	16.6	20.9	EDS	22.4	34.2	28.9
LEP	22.9	<5	<5	LEP	<5	<5	<5
SWD	<5	5.4	<5	SWD	6.2	6.5	9.3
AIG	82.6	79.1	85.3	AIG	93.2	>95	92.6

SERMS	2010	2011	2012	2013	2014	2015
Attendance Rate	93.21	94.66	95.05	94.55	94.71	94.34

Suspension Data

OSS Short Term	2010	2011	2012	2013	2014	2015
SERMS	125	30	32	86	89	104

OSS LONG Term	2010	2011	2012	2013	2014	2015
SERMS	1	0	5	2	0	1

Performance Data and Teacher Turnover Rates

SERMS	2010	2011	2012	2013	2014	2015
GROWTH	Not Met	Not Met	Not Met	Met	Not Met	Not Met
READY PERFORMANCE COMPOSITE				30%	35.5%	35%
Teacher Turn Over Rate	17.40%	15.22%	13.04%	11.36%	15.22%	14.29%

Southeastern Randolph Middle School

School Improvement Plan

<p>Path to Pride Strategic Goals</p> <p><input checked="" type="checkbox"/> Instructional program that supports academic growth</p> <p><input type="checkbox"/> Fiscal responsibility</p> <p><input type="checkbox"/> Recruit and retain highly qualified staff</p> <p><input type="checkbox"/> Maintain efficient operations</p> <p><input type="checkbox"/> Effective public relations</p>	<p>Strategic Focus:</p> <p><input checked="" type="checkbox"/> All students can learn</p> <p><input type="checkbox"/> All students will be taught in a safe and nurturing environment</p> <p><input type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</p> <p><input type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</p> <p><input type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</p>
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Current Level of Performance (Data Summary): 2014-2015 student achievement data indicates 24% proficiency in mathematics (up from 19.6%).

Trend Data:

Subject Math	2013	2014	2015
Math 3-8	21.2	19.6	24.2
Black	14.3	7.6	23.6
Hispanic	16.5	17.0	18.6
White	24.6	23.6	27.3
EDS	16.9	16.6	20.9
LEP	22.9	<5	<5
SWD	<5	5.4	<5
AIG	82.6	79.1	85.3

The three year subgroup data above clearly displays the largest achievement gap to be associated with the Hispanic population at Southeastern Randolph Middle School.

Annual Goal: Based on three years of data proficiency scores will increase by 5% in mathematics across grade levels and subgroups as measured by state end-of-year assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Use common assessments, formative assessments, EVAAS, and benchmark data to identify students for remediation and targeted instruction.	Classroom teachers, Interventionist Team, Lead Teacher, Administration	EVAAS data, Common Assessment and Benchmark data, EVAAS professional development	Classroom teachers, Interventionist Team, Lead Teacher, Administration	Quarterly reviews, PLC data and plans, group rosters will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	
Utilize the <i>Think through Math</i> resource to provide differentiated instruction for all students in mathematics.	Math Instructional staff	Professional development for <i>Think through Math</i> , additional computer access and equipment	Math instructional staff, Administration	<i>Think through Math</i> data reports and Benchmark data will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June 2016	
Utilize the <i>Trans Math</i> resource to provide differentiated instruction for EC students in mathematics.	Math Instructional Staff (EC)	Professional Development from District Support staff	Math Instructional staff (EC), administration Lead Teachers	Lesson Plans will be monitored by administration and instructional staff, professional development rosters, student work samples and assessment data will be monitored by classroom	Quarterly	June 2016	

				teachers, Lead Teacher and administration			
Implement a daily 30 minute remediation and enrichment period during Foundations to meet the targeted math needs of students.	Math and Additional Instructional Staff	EVAAS data, common assessment data, ACHIEVE 3000 and TTM data	Math Teachers, Administration Lead Teacher	Foundations lesson plans to be monitored by administration and the instructional staff, assessment data to be monitored by classroom teachers, Lead Teacher and administration	Weekly	June 2016	

Southeastern Randolph Middle School

School Improvement Plan

Path to Pride Strategic Goals <input checked="" type="checkbox"/> Instructional program that supports academic growth <input type="checkbox"/> Fiscal responsibility <input type="checkbox"/> Recruit and retain highly qualified staff <input type="checkbox"/> Maintain efficient operations <input type="checkbox"/> Effective public relations	Strategic Focus: <input checked="" type="checkbox"/> All students can learn <input type="checkbox"/> All students will be taught in a safe and nurturing environment <input type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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Current Level of Performance (Data Summary): 2014-2015 student achievement data indicates 35.9% proficiency in reading (down from 39.8%).

Trend Data:

READING	2013	2014	2015
Reading 3-8	30.1	39.8	35.9
Black	22.2	34.2	34.7
Hispanic	18.3	34.5	25.1
White	35.9	43.9	41.5
EDS	22.4	34.2	28.9
LEP	<5	<5	<5
SWD	6.2	6.5	9.3
AIG	93.2	>95	92.6

The chart above highlights a large achievement gap in excess of 10 points relating to the Hispanic, LEP, and SWD student subgroups.

Annual Goal: Based on three years of data, proficiency scores will increase by 5% in reading across grade levels and subgroups as measured by state end-of – year assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Utilize the <i>Achieve 3000</i> resource to provide differentiated instruction for all students in reading.	All ELA Instructional Staff	Professional development for <i>Achieve 3000</i>	All ELA instructional staff, Administration	<i>Achieve 3000</i> data reports, Student Lexile levels to be monitored by classroom teachers, Lead Teacher, and administration	Quarterly	June 2015	
Utilize the <i>HillRAP</i> resource to provide differentiated instruction for EC students in reading.	Reading Instructional Staff (EC)	Professional Development from District Support staff	Reading Instructional staff (EC), Administration Lead Teacher	Lesson Plans to be monitored by administration, PD rosters, student work samples and assessment data to be monitored by classroom teachers, Lead Teacher, and administration	Quarterly	June 2016	
Use common assessments, EVAAS and benchmark data to identify students for remediation and targeted instruction.	Classroom teachers, Interventionist Team, Lead Teacher, Administration	EVAAS data, Common Assessment and Formative Assessment and Benchmark data, EVAAS professional development	Classroom teachers, Interventionist Team, Lead Teacher, Administration	Quarterly reviews, PLC data and plans, group rosters	Quarterly	June 2016	
Implement a daily 30 minute remediation and enrichment period during Foundations to meet the targeted ELA needs of students.	ELA and Additional Instructional Staff	EVAAS data, common assessment data, ACHIEVE 3000 data	ELA Teachers, Administration Lead Teacher	Foundations lesson plans to be monitored by administration, assessment data to be monitored by classroom teachers, Lead Teacher and administration.	Weekly	June 2016	

Southeastern Randolph Middle School

School Improvement Plan

<p>Path to Pride Strategic Goals</p> <p><input checked="" type="checkbox"/> Instructional program that supports academic growth</p> <p><input type="checkbox"/> Fiscal responsibility</p> <p><input type="checkbox"/> Recruit and retain highly qualified staff</p> <p><input type="checkbox"/> Maintain efficient operations</p> <p><input type="checkbox"/> Effective public relations</p>	<p>Strategic Focus:</p> <p><input checked="" type="checkbox"/> All students can learn</p> <p><input type="checkbox"/> All students will be taught in a safe and nurturing environment</p> <p><input type="checkbox"/> All students deserve a teacher who is qualified and well-prepared</p> <p><input type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner</p> <p><input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning</p>
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Current Level of Performance (Data Summary): The 2014-2015 School Performance Composite Score for SERMS is 35 and the School Performance Grade is an F. Expected Growth was not met. Reading at all levels, Grade 7 Math and Grade 8 Science are below expected levels of performance. EVAAS growth data (three year average) data indicates a three-year downward trend in Grades 6 and 7 in both EOG subject areas.

Trend Data:

SERMS	2010	2011	2012	2013	2014	2015
GROWTH	Not Met	Not Met	Not Met	Met	Not Met	Not Met
READY PERFORMANCE COMPOSITE				30%	35.5%	35%

Annual Goal: Based on three years of data the school will improve the overall Composite Performance Score and Growth, as measured by state end-of-year assessments, through the improvement of the quality of instruction.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Develop and implement a standard lesson plan format; plans will be posted in Google Docs to facilitate collaborative	All instructional staff members	Professional Development on lesson plan components,	All instructional staff, Administration, Lead Teacher	Lesson Plans (posted to Google Docs), Feedback to be	Weekly	June 2016	

practice		Professional development on Google Docs		monitored by administration and Lead Teacher			
Review lesson plans on a departmental, rotational basis and provide relevant feedback	All Instructional staff	Lesson plans, Instructional Team, Vertical Teams	All Instructional staff, Admin, Lead Teacher, Dept. Chairs	Weekly data collection by Instructional Team; Monthly debrief of feedback with Admin. Team, Lead Teacher, Vertical Teams to be monitored by administration and lead teacher	Weekly; Monthly	June 2016	
Monitor implementation of planned lessons and engagement of students through classroom walk-throughs and provide relevant feedback	All instructional staff	Professional development on ELEOT tool, lesson plans	All Instructional staff, Admin, Lead Teacher	ELEOT and other walk-through data; weekly debrief of data and feedback with Admin, Lead Teacher to be monitored by administration	Weekly	June 2016	

Safe School Plan for

Southeastern Randolph Middle School

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

The Responsibility of the Superintendent.

It is the responsibility of the Superintendent to:

- **Coordinate the adoption and implementation of the local plan for maintaining safe and orderly schools**
- **Create a system to evaluate principals' performance regarding school safety**
- **Create a system to monitor and evaluate the implementation of safety plans at each school in the system**
- **Coordinate with local law enforcement and court officials, the appropriate aspects of the implementation of the plan.**

If the Superintendent fails to carry out the before mentioned responsibilities, he may be subject to disciplinary action including a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the principal fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

- **The Responsibility of the Principals. The principal of each school is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment.**

The principal shall:

- **Exhibit appropriate leadership for school personnel and students**

- Provide for alternative placements to students who are seriously disruptive
- Report all criminal acts under General Statute 115C-288
- Provide appropriate disciplinary consequences for disruptive students.

If the Principal fails to carry out the before mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Larry Hill, Jeffrey Minton

Teachers: Scarlet Auman, Kim Steele, Laura Hall, Christina Creason, Vita Brodnax

Teacher Assistants: Kelly Palmer

Other School Staff: Crystal Richardson, Wanda Lynthacum, Sherry Faircloth, Tasha Davis

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both: **At-risk students are identified by classroom teachers and support staff using data collected from EVAAS, common formative assessments, and teacher observation. Data collected is analyzed by Instructional Teams. The teams meet weekly to analyze collected data on at-risk students and formulate a plan for differentiated intervention for these students. Opportunities for intervention include: working lunch assignment, tutoring both before and after school, and remediation/acceleration in Foundations period. This 30 minute period allows for the use of common formative assessment data to create fluid need-based groups for enrichment or remediation in all Core subjects. All students are expected to follow the school wide PBIS behavior matrix. Through PBIS, student behavior is consistently reinforced, recognized, and celebrated creating a positive school climate conducive to academic success.**

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

PBIS Pyramid of Intervention

*Teacher Team/Parent Conferencing data sheets

*Interim reports/Report Cards

* Intervention team data and behavior plans

*Check-in/Check-out data collection and mentor assignments

*MTSS team

*Counselor Referrals

*Student Advocate

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

- **Middle School students are provided an educational alternative from 8:00 a.m. - 3:05 p.m.**
- **High School students are provided an educational alternative setting from 8:00 a.m. - 3:05 p.m.**
- **During this alternative setting, students are provided assistance with their class work, and a character education program. Before any student can be placed back into the regular education setting; they must complete all class work and the character education program. Also, students assigned to the Juvenile Day Treatment Program, are transported from the schools to the center on a daily basis by the JDRC.**

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

Goal: Maximize instructional time on task and improve school climate by reducing classroom disruptions as measured by office referral and safe school survey data.

Target: Continue school wide implementation of PBIS.

Indicator: School-wide discipline data will continue to reflect effective interventions and supports.

Milestone Date: June 2016

Goal: Teachers will continuously analyze data and use findings to drive instruction.

Target: Analyze common formative assessment data during weekly data PLC meetings.

Indicator: Assessment data will indicate a 5% increase in student achievement in content areas.

Milestone Date: June 2016

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: Teachers and students will utilize available technology software program to increase proficiency in reading and math.

Target: Teachers will utilize digital learning tools to collect and analyze data in reading and math using Achieve 3000 and Think Through Math software.

Indicator: Increase lexile and quantile scores in the areas of reading and math by 5% as measured by progress monitoring reports generated by software programs.

Milestone date: June 2016

Goal: Intervention Team members will provide differentiated support and strategies for at risk students.

Target: Utilize data collected by Intervention team to monitor progress of at-risk students. Based on the data collected, team members will customize differentiated strategies for improvement.

Indicator: Behavior data will indicate a 10% decrease in behaviors that disrupt the learning environment.

Milestone Date: June 2016

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

Professional Development	Planned/Completed			
PBIS Tier 2 Training	Completed			
Intervention Team Analysis/Strategy Training	Completed			
PBIS Tier 3 Training	Completed			
Think Through Math Training Session One	Completed			
Think Through Math Training Session Two	Completed			
Achieve 3000 Refresher Training	Completed			

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

- **Maintain the Sheriff's Department as a community partner as it continues to provide six SRO's (School Resource Officers) at each of the six traditional high schools**
- **Continue to contract one SRO (School Resource Officer) for each of the six middle schools**
- **Continue to contract one SRO (School Resource Officer) for the one sixth grade school**
- **Two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **Protocol is set up with juvenile court counselors for information sharing when juveniles are arrested**
- **Collaborative planning and support from area Mental Health Agencies - Collaborative with county agencies to provide day sentencing and day treatment services**
- **Maintain the Sheriff's Department as a community partner as it continues to provide one full time and one part-time DARE Officer to work with our seventeen elementary schools, two full-time CARE Officers, and four trained Gang Resistance Education and Training (GREAT) to work with our six middle schools.**

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The RCS Website will be widely used to communicate - Individual schools and departmental websites will also provide safety updates and vital information**
- **District Safety Meetings will be held quarterly to give updates training and other information**
- **Each school will set up their own safety meetings.**

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years 2014 – 2016**

School Name: Southeastern Randolph Middle

School Numbers(s)	Request for Waiver
357	1. Please describe the waiver you are requesting.
	Southeastern Randolph Middle School is requesting a waiver from the State-required on-going operational activity of providing a daily duty-free lunch for teachers.
	2. Identify the law, regulation, or policy from which exemption is required.
	§ 115C-301.1. Duty-free instructional planning time. § 115C-105.27. Development and approval of school improvement plans.
	3. State how the waiver will be used.
	All full-time assigned classroom teachers shall be provided duty-free instructional planning time during regular student contact hours. The duty-free instructional planning time shall be provided to the maximum extent that provides for the safety and proper supervision of children during regular student contact hours.
	4. State how this waiver helps achieve the specific performance goals.
	Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.
	<i>(please duplicate this sheet as needed for additional waivers)</i>

Signature of Superintendent/Designee: _____ **Date:** _____

SOUTHEASTERN RANDOLPH MIDDLE SCHOOL
QUARTERLY PROFESSIONAL DEVELOPMENT REVIEW 2015-2016

Professional Development Goal(s):

- Explore School Culture and Climate; perception of SERMS
- Increase and support all stakeholders' use of data to guide interventions and decision-making
- Strengthen instructional practice of ELA teachers
- Strengthen instructional practice of Math teachers
- Develop Rtl piece of overall MTSS plan; Implementation of tiered academic interventions
- Improve instructional impact through lesson design and strong Learning Targets/I Can statements

Professional Development Design and Schedule:

- continue study of B. Kafele's *Closing the Attitude Gap* ('15-'16 School Year)
- Data Boot Camp (1st Semester); EVAAS for AP (Oct. 6); Ongoing data collection/analysis through Teams and PLTs ('15-'16 School Year)
- ELA session (Nov. 2); ELA Reading Strategies (Nov. 6); Ongoing Literacy Skills implementation ('15-'16 School Year)
- MAPSS Grant for 4 teachers at SERMS ('15-'16 School Year)
- Ongoing integration of tiered interventions through PLTs ('15-'16 School Year); MTSS collaboration
- Learning Targets and Instructional Design ('15-'16 School Year/Steele and Kiser)

Progress Toward Meeting Professional Development Goal(s):

- Focus on Who am I? What am I about? What is my most recent evidence of this?; development of school vision and mission/purpose; Chapter 4 individual responses
- Ford/Steele attended 1st session of Data Boot Camp, second session Oct. 26; Hill attended PTEC/EVAAS session Oct. 6; PLT data collection, analysis and documentation used for Foundations assignments
- ELA in progress
- MAPSS sessions attended during summer, Fall Retreat attended in September, Lessons implemented, Coaching session at SERMS Oct. 7
- Rtl/MTSS in progress
- Learning Targets PD started Oct. 6 – will continue, weekly, during Grade-level meetings.

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

- Positive feedback from stakeholders; Sub "bank" has increased since January, 2015.
- Data –in progress; Intervention groups developed through data analysis
- ELA – in progress
- Math – anecdotal data indicates increase in student engagement and student mastery of content
- Rtl/MTSS – development of MTSS Team; revision of PBIS process; implementation of tiered academic interventions-in progress.
- Learning Targets-early implementation for some teachers of learning target logs and summarizing strategies



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 Southeastern Randolph 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).

Southeastern Randolph Middle School received an F 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,

Michelle Ford

Principal, Southeastern Randolph Middle School



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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 Southeastern Randolph 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 en matemáticas 1 (nivel de logro 3 y superior).

La escuela secundaria Southeastern Randolph Middle recibió una calificación de rendimiento escolar de F 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,

Michelle Ford
 Directora, escuela secundaria Southeastern Randolph Middle