RANDOLPH
County School System

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 Southwestern Randolph Middle School

Final documents reflect recommended changes and are being submitted for Southwestern 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.

Southwestern Randolph Middle School

Final Plan for Improvement for Low-Performing Schools

Path to Pride Strategic Goals	Strategic Focus:
☒Instructional program that supports academic growth ☒Fiscal responsibility ☒Recruit and retain highly qualified staff ☒Maintain efficient operations ☒Effective public relations	☒All students can learn ☒All students will be taught in a safe and nurturing environment ☒All students deserve a teacher who is qualified and well-prepared ☒All students deserve access to instructional resources managed in a fiscally responsible manner ☒All stakeholders share the responsibility and accountability for student learning

Current Level of Performance (Data Summary): Southwestern Randolph 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 Southwestern 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
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, Southwestern Randolph Middle School Improvement Team**	**All resources currently in place**	**Principal, Superintendent, District Leadership, Assistant Superintendent for Curriculum, and Curriculum Directors School Data Team, Southwestern 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**	**Quarterly**	**June 30, 2016**	**Progress monitor and program evaluation**

	for Curriculum, and Curriculum Directors		for Curriculum, and Curriculum Directors	monitored 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 Superinten-dent for Curriculum**	**Quarterly**	**June 30, 2016**	**Progress monitor and program evaluation**
In-depth study on *Common Core for the Not So Common Learner* 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**

Leveled 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 Assistant Superinten-dent for Curriculum	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 Curriculum Director and Assistant Superinten-dent for Curriculum	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 Curriculum Director and Assistant Superinten-dent for Curriculum	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 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
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 Superinten-dent for Curriculum	Quarterly	June 30, 2016	Progress monitor and program evaluation

Southwestern Randolph Middle School

School Improvement Plan

2015-2016

LEA or Charter Name/Number: Randolph County School System
School Name/Number: Southwest Randolph Middle School
School Address: 1509 Hopewell Friends Road, Asheboro, NC 27205
Plan Year(s): 2014-2016
Date Prepared: 2/1/2016
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	Committee Position*	Name
Principal – Mike Crider		Lead Teach – Andree Snyder	
AP Rep. – Kasey Mazzarone		Guidance – Pam Harden	
6th Grade Rep. – Ashley Thomas		Guidance – Brittany Roberti	
6th Grade Rep. – Martha Marsh		Elective Rep. – Sarah Piper	
7th Grade Rep. – Erin Giustizia		Elective Rep. – Meredith Jones	
7th Grade Rep. – Lorraine Ridge		Classified – Christie Robbins	
8th Grade Rep. – Caroline Quigley		Parent – Liz Engel	
8th Grade Rep. – Stefanie Kowalski		Parent – Mark Waisner	
EC Rep. – Jessica Latham			
EC Rep. – Beverly Collins			

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

Southwest Randolph Middle School

School Improvement Plan 2014-2016

TREND DATA for SWRMS

Subject Reading	2013	2014	2015	MATH	2013	2014	2015
All	39.6	53	48.4	ALL	31.8	41	36.9
Hispanic	27.3	35.6	32.3	Hispanic	21.6	30.7	26.6
White	42.5	58.5	56	White	35.1	44.8	2 41.4
EDS	28.6	43.7	36.2	EDS	19.6	32.8	27.8
LEP	12.1	9.6	<5	LEP	6.9	15.4	10.4
SWD	6.3	12.3	6.5	SWD	<5	6.2	<5
AIG	>95	>95	>95	AIG	94	>95	>95

SWRMS	2010	2011	2012	2013	2014	2015
Attendance Rate	95.58	95.32	95.97	95.20	96.03	95.67

Suspension Data

OSS Short Team	2010	2011	2012	2013	2014	2015
SWRMS	33	41	22	22	2	15

OSS LONG Term	2010	2011	2012	2013	2014	2015
SWRMS	4	0	0	0	0	1

Teacher Turnover

SWRMS	2010	2011	2012	2013	2014	2015
GROWTH	Met	Met	Not Met	Met	Not Met	Not Met
PERFORMANCE COMPOSITE	65.80	66.10	68.60	38.50	51.70	47.50
Teacher Turn Over Rate	14.30	8.11	5.41	13.16	17.07	10.00

**When evaluating data and monitoring the school improvement plan the school will consistently ask "what is the impact on learning and teaching. All answers should be discussed and recorded for further reflection as the year proceeds.

Southwest Randolph Middle School

School Improvement Plan 2014-2016

Path to Pride Strategic Goals	Strategic Focus:
☐Instructional program that supports academic growth ☐Fiscal responsibility ☐Recruit and retain highly qualified staff ☐Maintain efficient operations ☐Effective public relations	☒All students can learn ☐All students will be taught in a safe and nurturing environment ☒All students deserve a teacher who is qualified and well-prepared ☒All students deserve access to instructional resources managed in a fiscally responsible manner ☐All stakeholders share the responsibility and accountability for student learning

Current Level of Performance (Data Summary): The proficiency rates for 2012-2013 on the Reading EOG were: All students: 39.6, White: 42.5, Hisp.: 27.3, EDS: 28.6, LEP: 12.1, SWD: 6.3, AIG: >95. The proficiency rates for 2013-2014 were: All students: 53; Hispanic: 35.6; White: 58.5; Economically Disadvantaged: 43.7; Limited English Proficient: 9.6; Students with Disabilities: 12.3; AIG: >95. The proficiency rates for 2014-2015 were: All students 48.4, Hispanic 32.3, White 56, EDS 36.2, LEP <5, SWD 6.5, AIG >95. Our school has 563 students enrolled with the following demographics: White: 363 students (68%), Hispanic: 153 students (27.2%), Multi-Racial: 16 students (2.8%), SWD: 58 students (10.3%), LEP: 39 students (7%). Our school has 305 males and 258 females.

Annual Goal: Based on three years of subgroup data the school will increase reading comprehension as measured by assessments and EOG data from 48% to 55%.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Implement Achieve 3000 instructional activities and strategies in reading in all classes.	**Staff-wide**	**Achieve 3000 PD**	**Administration, Lead Teacher**	**Assessment Data from Achieve 3000 to be monitored by classroom teachers, Lead Tacher and administration.**	**Quarterly**	**June 2016**	

HillRAP training will be utilized to offer intensive support to selected EC students.	EC inclusion/resource teachers	HillRAP training	EC Dept.	Data from HillRap lessons and assessments to be monitored by administration and Lead Teacher	Semester	June '16	
ELLevation program will be utilized in documenting improvement in attaining English speaking, writing, and reading skills.	ELL teacher General education teachers	Cougar Time planning ELL resources PLC MTSS	ELL teacher Core teachers Admin.	Growth data	Quarterly	January '16 June '16	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Complete instructional walk-throughs to provide effective feedback for teachers to drive instruction.	Administration Lead Teacher Core teachers	Think Through Math Achieve 3000 Writer's Workshop Eleot tool Electronic walkthrough form	Administration, Lead Teacher	Observed research-based practices, walkthrough logs, written feedback to teachers, face-to-face conference logs and notes	Monthly	January '16 June '16	
Teachers will develop and implement common assessments to provide teachers and students data for continuous improvement.	Lead Teacher Core teachers, PLC Teams, Vertical PLC Team	PLC planning Vertical team planning, SchoolNet RCSS Pacing guides	Core teachers Dept. chairs Lead Teacher	Common assessments, Assessment data, lesson plans to be monitored by classroom teachers, Lead Teacher and administration.	Quarterly	June '16	

Teachers will effectively utilize PLC's for analysis of student achievement data and unit planning.	All teachers	PLC/Grade level planning EOG/Benchmark reports	Admin. Teachers Ld. Teacher	Assessment data Grade reports to be monitored by classroom teachers, Lead Teacher and administration	Quarterly	Oct. '15 Jan. '16 Mar. '16 June '16	
Student advocate will work with "at-risk" students designated by teachers' analysis of data to make up missing work in effort to eliminate zeros from student's grades.	Student advocate All teachers	Guidance sessions Student advocate training and planning time with teachers	Teachers, Student Advocate	Increase in grades and growth in proficiency of student to be monitored by classroom teachers, Lad Teacher and administration	Quarterly	Jan. '16 Mar. '16 June '16	Particularly in 7th grade, select students who struggled in language arts saw higher grades for the 2nd quarter.
Community events will be held to invite parents into the school in the forms of open house, guidance parent nights, and transition nights.	All teachers Guidance Administration	Information on moving to next grade, Guidance materials on topics of interest to middle school students and parents Curriculum booths to allow students to explore what they will be studying the next year	Admin. Teachers Guidance	Parent involvement and participation Family engagement, parent survey will be monitored by classroom teachers, Lead Teacher and administration.	Monthly	Nov. '15 Feb. '16 June '16	We held a curriculum night and report card pick-up on Nov. 5, a guidance parent night in conjunction with a band concert on Dec. 15, and will be holding transitional meetings for rising 6th grade students as well as rising 7th and 8th grade students on Feb. 9 and Feb. 18.

Southwest Randolph Middle School

School Improvement Plan 2014-2016

Path to Pride Strategic Goals	Strategic Focus:
☐Instructional program that supports academic growth ☐Fiscal responsibility ☐Recruit and retain highly qualified staff ☐Maintain efficient operations ☐Effective public relations	☒All students can learn ☐All students will be taught in a safe and nurturing environment ☒All students deserve a teacher who is qualified and well-prepared ☒All students deserve access to instructional resources managed in a fiscally responsible manner ☒All stakeholders share the responsibility and accountability for student learning

Current Level of Performance (Data Summary): The proficiency rates in 2012-2013 for Math EOG were: All students: 31.8; White: 35.1; Hispanic: 21.6; EDS: 19.6; LEP: 6.9; SWD: <5; AIG: 94. The proficiency rates for 2013-2014 were: All students: 41; Hispanic: 30.7; White: 44.8; Economically Disadvantaged: 32.8; Limited English Proficient: 15.4; Students with Disabilities: 6.2; AIG: >95. The proficiency rates for the 2014-2015 year were: All students 36.9, Hispanic 26.6, White 41.1, EDS 27.8, LEP 10.4, SWD <5, AIG >95. Demographics for the school are listed in the reading proficiency goal.

Annual Goal: Based on three year data the school will increase proficiency in all sub-groups in mathematics performance as measured by state assessments from 37% to 48%.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Teachers will utilize PLC's to align lesson/unit plans with RCSS pacing guide and state curriculum.	**Math teachers Admin. Lead Teacher**	**PLC Planning Time RCSS Pacing Guide CCSS in 6-8 Math**	**Teachers, Lead Teacher, Admin.**	**Formal/informal assessments, lesson plans, PLC Team minutes will be monitored by classroom teachers, Lead Teacher and administration.**	**Quarterly**	**June '16**	

Math teachers will utilize "Think Through Math" for all students throughout the school year.	Math teachers, Inclusion teachers	TTM Training PLC collaboration Assessment data	Math teachers Lead Teacher and admin.	TTM data and reports, Achievement data, benchmark data, lesson plans, will be monitored by classroom teachers, Lead Teacher and administration.	Quarterly	January '16 June '16	
Cougar Time will be used for grouping targeted students for purpose of remediation/enrichment.	Team planning Grade-level teachers	Team planning Achievement data	Team teachers Math teacher, PLC Teams	Achievement data, classroom progress, EVAAS Data, lesson plans, will be monitored by classroom teachers, Lead Teacher and administration.	2x Quarterly	January '16 June '16	
Teachers will plan inter-curricular activities to help build literacy and math strategies.	Grade-level teachers Vertical team planning	Team planning Integrated math lessons Elective collaboration	Elective and math teachers	Achievement data, assessment data, lesson plans will be monitored by classroom teachers, Lead Teacher and administration.	Quarterly	June '16	
Teachers will develop and implement assessments to evaluate student learning, drive instruction, and inform students.	Math teachers Lead Teacher Curriculum	PLC Planning, Assessment data, ~~ClassScape~~, Schoolnet	Lead Teacher Admin.	Benchmark and EOG data Common formative assessments, and lesson plans will be monitored by classroom	2-3x Quarterly	June '16	

				teachers, Lead Teacher and administration.			
Incorporate vocabulary and other literacy strategies to enhance math application.	Math/LA teachers Lead Teacher	Word walls Writer's workshop	District walk-throughs Admin.	Benchmark and EOG performance Achieve 3000 data, common assessment data will be monitored by classroom teachers, Lead Teacher and administration.	Quarterly	June '16	
Use independent and collaborative grouping to reach all learning styles.	~~Core teachers~~ Classroom teachers	Learning style inventories Assessment data Informal data	Teachers Peer observers	TTM data for independent Demonstration of student mastery	Monthly	January '16 June '16	
Science classes will utilize math connections and problems as it pertains to the Essential Standards.	Science and Math teachers	RCSS Pacing Guide Essential Standards PLC/Vertical Team Grade Level Meetings	Admin. Ld. Teacher Core teachers	Benchmark scores Lesson plans PLC notes, will be monitored by classroom teachers, Lead Teacher and administration.	Bi-weekly	Oct. '15 Jan. '16 Mar. '16 June '16	
Teachers will have opportunities to visit classrooms in other schools to see other methods and practices in use.	Grade level teachers Administration	Discussion time/collaboration Coordination with other schools in RCSS	Admin. Teachers	Walkthrough data and benchmark data from school being visited, participation log, teacher reflection and	Every 60 days	Jan. '16 June '16	A team of teachers had the opportunity to visit NERMS in November and other

				sharing log will be monitored by classroom teachers, Lead Teacher and administration.			visits are currently being scheduled with other schools. Teachers that went indicated enormous interest in visits they had done and enjoyed the opportunity to collaborate with other teachers in other schools.
Math intervention position will be utilized to offer intensive support to students that are at-risk of not demonstrating proficiency on the Math EOG.	Intervention teacher Math teachers Lead Teacher	EVAAS Data Student grades Benchmark Data EOG Data	Lead Teacher Interven. and math teachers Guidance	Demonstrated growth in general math tasks, benchmark data, Think Through Math growth will be monitored by classroom teachers, Lead Teacher and administration.	Semester	June '16	This position became full-time at the end of November. We utilized the intervention teacher in a way that allowed her to spotlight some classes where her assistance would be needed the most and allow her the opportunity to establish

							relationships with students. We then created a Math Intervention class for second semester and math teachers highlighted students that will go into this class as an elective to offer support in basic math functions and calculations.

Southwest Randolph Middle School

School Improvement Plan

Path to Pride Strategic Goals	Strategic Focus:
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Annual Goal: Students at SWRMS will be given higher-level verbal and/or written questions at least once per class period during the 2015-2016 school year.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
ELA teachers will implement the Lucy Calkins Units of Study of Argument, Information, and Narrative writing as the foundation of their Writing Instruction.	**ELA Teachers Lead Teacher District Curriculum Support**	**Writer's Workshop Training Collaborative PLC planning, Items specific to writing instruction (easels, etc.)**	**School-based and district admin., Lead Teacher**	**Structure of answers to questions used across content areas, lesson plans, common assessments will be monitored by classroom teachers, Lead Teacher and administration**	**Quarterly**	**June '16**	
Teachers will implement the Writer's Workshop Model- Mini Lesson, Writing, and Sharing Time.	**ELA Teachers Lead Teacher**	**WW Training Collaborative planning**	**District admin. Curriculum Principal**	**Teacher lesson plans Writing assessments,**	**Quarterly**		

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
				walkthrough data will be monitored by classroom teachers, Lead Teacher and administration			
ELA teachers will implement the Reader's Fundamental Framework program that has been adopted by RCSS.	**ELA Teachers Lead Teacher AIG Coordinator**	**Reading Kits Classroom Libraries**	**Coordinator teachers and Lead Teacher**	**Heightened student interest in reading Metacognition on student view of reading and writing will be monitored by classroom teachers, Lead Teacher and administration**	**Weekly**	**Throughout 2016**	**Reader's Workshop has been helpful for most students so far and has been a great opportunity for students to journal about their own reading habits and interests. It has allowed teachers to have a conversation with them as well about how they became readers and adds a human element to language arts that has been lacking in our curriculum.**

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Students will engage in the writing process through Prewriting, Drafting, Revision, Editing, and Publishing.	**ELA/SS Teachers Lead Teacher**	**Collaborative planning Composition books Classroom easels**	**Lead Teacher Admin. ELA teachers**	**Assessments with writing samples, lesson plans Final Exam data will be monitored by classroom**	**Yearly**	**June '16**	

				teachers, Lead Teacher and admin.			
Targeted skills and strategies will be taught through mini lessons	ELA/team teachers	PLC and Vertical Team planning/collaboration	ELA teams Lead Teacher	Peer observations Achievement to be monitored by classroom teachers, Lead Teacher and administration	Quarterly		
Staff members, in all subjects, will provide discussion topics and questions that engage students in higher-order critical thinking.	All certified staff members	Collaborative planning "Academic Conversations" book and study	Admin. Ld. Teacher Core teachers	Monthly discussions about book topics Lesson plans and activities Writing samples to be monitored by administration and Lead Teacher	Quarterly	Oct. '15 Jan. '16 Mar. '16 June '16	Sessions and strategies have been shared during faculty meetings and professional development sessions in August and October.

School Improvement Plan

Path to Pride Strategic Goals	Strategic Focus:
☐Instructional program that supports academic growth ☐Fiscal responsibility ☐Recruit and retain highly qualified staff ☐Maintain efficient operations ☐Effective public relations	☒All students can learn ☒All students will be taught in a safe and nurturing environment ☐All students deserve a teacher who is qualified and well-prepared ☐All students deserve access to instructional resources managed in a fiscally responsible manner ☒All stakeholders share the responsibility and accountability for student learning

Annual Goal: By June 2016, Southwestern Randolph Middle School will complete exploration, consensus, and readiness assessments with the staff in order to determine needs for the implementation of MTSS. SWRMS will be able to identify the ways in which it meets the unique and diverse learning needs of all students in the school within the MTSS framework.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Team will meet monthly to analyze data on EC referrals, student achievement, and allocation of resources.	**ELA Teachers Lead Teacher District Curriculum Support Program Facilitator Behavior Specialist**	**School budget EC interventions Benchmark/EOG data**	**School-based and district admin. Lead Teacher**	**EC data, achievement data, budgets will be monitored by administration**	**Quarterly**	**June '16**	**The school is actively doing this and has seen an increased amount of EC referrals compared to the previous year. EC referrals are in regards to students who are either not identified or who do not seem to be getting the level of service they require to access the curriculum.**

Team will utilize professional training and district-provided professional development to guide decision making processes within the school.	Team members MTSS support	PD on MTSS List of interventions for Tier 1, 2 and 3	District admin. Curriculum Principal	Teacher lesson plans Writing assessments will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June '16	Greater focus has been given to the generation and utilization of data practices for teachers and guidance has been crucial in this area.
The guidance department will meet with students who either failed two or more subjects in the previous quarter or missed more than three days in a quarter as a unexcused absence.	Guidance SA Teachers	Student grades Daily attendance Athletic eligibility	Guidance Administration	Improvement in student achievement and grades will be monitored by classroom teachers, Lead Teacher and administration	Quarterly	June '16	Guidance has been working with students who either failed two or more subjects in the previous quarter or has missed more than three days in a quarter due to unexcused absence. They have noted improvements in at least half of the students they have met with in regards to academic improvement.

The student advocate has also played a crucial role in helping students make up zeros they received in classes by staying after school on Wednesdays. She is also going to |

							target students that are recommended for retention by their teachers in the second semester.

Safe School Plan for
Southwestern Randolph Middle School

Pursuant to General Statue 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: Mike Crider, principal; Kasey Mazzarone, assistant principal; Brian Anderson, SRO.

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): Conducting safety drills, reinforcing desired behavior on buses and in school, administering appropriate consequences for COC violations.
Teachers: Supervising students during drills and crisis situations, facilitating discussions about appropriate behavior and emergency procedures.
Teacher Assistants: Supervising students, maintaining order in school and on buses, exercising proper judgment in transporting students to/from school.
Other School Staff: Guidance staff provides counseling for students in crisis situations, office staff understands emergency procedures.

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: Diligence is exercised by both the ISS coordinator, who works with students who continuously exhibit behavior problems or miss instructional time due to conduct issues, and the student advocate, who reaches out to students in academic peril and/or communicates with students who exhibit poor school or classroom attendance.

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:
Students that are identified as possible EC students are referred to teams at school that create interventions to help the student academically and/or behaviorally. Students have "go-to" individuals at the school such as guidance, the student advocate, and even the ISS coordinator, who talk with them about their choices prior to being assigned consequences that range from beyond ISS. Students who are in violation of COC and take part in criminal behavior are given appropriate consequences and are also referred to SRO for appropriate legal actions. If students are assigned ISS, intervention center, or OSS, they are provided with missing work to complete so they do not fall behind academically.

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: SWRMS will reduce the number of administrative referrals by 10% from 482 referrals (14-15) to 435 or below.

Target: Infractions of Rule 1 and Rule 8 will be closely monitored; students committing minor infractions will receive alternate consequences.

Indicator: Referral data, ISS/IC attendance and head count

Milestone Date: June 2016

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

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

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

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

Professional Development	Planned/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: Southwestern Randolph Middle School

School Number(s)	Request for Waiver
360	**1. Please describe the waiver you are requesting.**
	Southwestern Randolph MS 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 students 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 wavier helps achieve the specific performance goals.
	Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.
	(please duplicate this sheet as needed for additional waivers)

RCSS Professional Development Plan

School: Southwestern Randolph Middle School

School Year: 2015-2016

Professional Development Goal(s): To focus on literacy through the implementation of a book study, <u>Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings</u> - Jeff Zwiers and Marie Crawford - that addresses all students and emphasizes the needs of diverse learners.

Professional Development Design and Schedule:

- Discussion and activities during faculty meetings.
- Implementation of skills in classrooms across the curriculum.

Progress Toward Meeting Professional Development Goals:

Quarter 1:

Sept. 10 "Reasons to Converse in School"

Oct. 29 "Getting Started with Academic Conversations" "Lesson Activities for Developing Core Conversation Skills" "Designing Effective Conversation Tasks"

Quarter 2:

Nov. 17 "Training Students for Advanced Conversation"

Dec. 8 "Developing Academic Grammar and Vocabulary Through Conversation"

Quarter 3:

Conversations in the Content Area - ELA (Ch 7), History (Ch 8), Science (Ch 9)

Teachers join one of these groups to present info

Quarter 4:

Full implementation

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

Quarter 1: Walkthroughs, Classroom Observations, Teacher Feedback

Quarter 2: Benchmarks, Common Assessments, PLC Notes

Quarter 3: Benchmarks, Common Assessments, PLC Notes

Quarter 4: EOG and NCFE results

RANDOLPH
County School System

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 Southwestern 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).

Southwestern Randolph 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,

Michael Crider

Principal, Southwestern Randolph Middle School

RANDOLPH
County School System

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 Southwestern 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 find de curso de matematicas1 (nivel de logro 3 y superior).

La escuela secundaria Southwestern Randolph Middle recibió una calificación de rendimiento escolar de D y 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,

Michael Crider
Director, escuela secundaria Southwestern Randolph Middle