Curriculum and Instruction Division
Tammie Legere, Executive Director of Curriculum and Instruction/Director of 6-8 Instruction and Continuous Improvement

RANDOLPH County School System

2222-C South Fayetteville Street
Asheboro, NC 27205
Phone 336.633.5027
Fax 336.633.5164
randolph.k12.nc.us

MEMORANDUM

To: Randolph County Board of Education
Dr. Stephen Gainey, Superintendent

FROM: Tammie Legere, Executive Director of Curriculum and Instruction/Director of 6-8 Instruction and Continuous Improvement

DATE: October 19, 2026

RE: Preliminary Plans for Improvement/School Improvement Plans for schools designated as low-performing and/or Additional Targeted Support and Improvement (ATSI)

The Randolph County School System was notified by the North Carolina Department of Public Instruction that 10 schools within our school system have been designated as low-performing schools. Schools designated as low-performing are: Eastern Randolph High School, Level Cross Elementary School, Liberty Elementary School, Northeastern Randolph Middle School, Ramseur Elementary School, Randleman Elementary School, Randleman Middle School, Southeastern Randolph Middle School, Trinity Middle School, and Wheatmore Middle School. A Plan for Improvement/School Improvement Plan for each low-performing school is attached for your review.

Each low-performing school is required by the state to use the NCStar program to submit its Plan for Improvement/School Improvement Plan. In addition, the State Board of Education and the local Board of Education are required to provide online access to each low-performing school's Plan for Improvement/School Improvement Plan. Furthermore, written parental notice must be provided to parents/guardians of students attending each low-performing school. The local Board of Education of low-performing schools shall include with their online plans a brief explanation that states the low-performing identification continues pending assessment data from the 2026-27 school year.

In addition to North Carolina's identification of low-performing schools, the Federal Government designates schools as Comprehensive Support and Improvement (CSI) and/or Additional Targeted Support and Improvement (ATSI). The Randolph County School System has no CSI schools. However, the following schools are designated as ATSI schools: Eastern Randolph High School, Hopewell Elementary School, Northeastern Randolph Middle School, Ramseur Elementary School, Randleman High School, Randleman Middle School, Southeastern Randolph Middle School, Southwestern Randolph Middle School, Trinity Elementary School, Trinity High School, Trinity Middle School, Wheatmore High School, and Wheatmore Middle School. A Plan for Improvement/School Improvement Plan for each ATSI school is attached for your review. The state requires the use of the NCStar program for submitting the Plan for Improvement/School Improvement Plan for each ATSI school.

After tonight, the Plan for Improvement/School Improvement Plan for each low-performing school will be posted on our school system's website for public comment for 30 days. At the Board of Education meeting on 11/16/26, each plan will be presented for final approval prior to submission to the State Board of Education.

RANDOLPH
County School System

Eastern Randolph High School

School Improvement Plan

2026-2027

Comprehensive Progress Report

Mission:

The mission of Eastern Randolph High School is to provide an inclusive environment that ensures ***all*** students achieve high levels of success in post-secondary college/career pathways.

Vision: The policies, programs, and practices of Eastern Randolph High School reflect our genuine commitment to helping all students learn at high levels.

Goals:

2026-2027 Goal: Eliminate Opportunity Gaps

2026-2027 Improve School Performance

2026-2027 Increase Educator Preparedness to meet the needs of every student.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2026-2027	Limited Development 07/17/2025		

	Professional development and embedded coaching to ensure the implementation of research-based instructional practices and interventions to improve student outcomes, we have undertaken several targeted actions: Hiring Interventionists: We have strategically hired a math interventionist to provide targeted, data-driven instructional support to students who need additional academic assistance. These professionals work closely with classroom teachers to deliver interventions aligned with students' individual learning needs, using evidence-based strategies that support growth and mastery. Purchasing Instructional Supplies: We have invested in high-quality, standards-aligned instructional materials and resources that support both core instruction and intervention. These supplies are selected to enhance student engagement and provide differentiated learning opportunities, ensuring all students have access to the tools they need to succeed. Parent Engagement Nights: Recognizing the importance of family involvement in student achievement, we are hosting regular parent engagement nights. These events are designed to educate and empower families, offering strategies and resources they can use at home to support their child's learning. They also serve as a valuable opportunity to strengthen school-family partnerships, reinforcing a shared commitment to academic success.			
How it will look when fully met:	When D 1.02 is fully implemented, there will be clear, consistent, and effective use of research-based instructional practices and interventions throughout the school. Instruction will be differentiated to meet the diverse needs of all students, with measurable evidence of academic growth, especially among those receiving intervention support. District Lead Teachers will be fully integrated into the instructional framework, working closely with teachers and instructional leaders to analyze student data, deliver targeted interventions, and monitor progress. Intervention groups will be fluid, based on ongoing assessment data, ensuring students receive the right support at the right time. Instructional supplies and materials will be aligned with both core and intervention curricula, supporting hands-on, engaging learning experiences. Teachers will have access to the resources they need to effectively deliver high-quality instruction and		**Cecil Mock AP 2017**	**06/10/2028**

	intervention with fidelity. Parent engagement nights will be well-attended and purposeful, with parents actively participating in learning activities, understanding curriculum expectations, and partnering with staff to support learning at home. There will be strong two-way communication between school and families, contributing to a culture of collaboration and shared accountability for student success. Overall, the school will demonstrate a proactive, data-driven culture where intervention and support are embedded into the daily instructional routine, student achievement is rising across subgroups, and families are meaningfully involved in the educational process.			
Actions		**0 of 4 (0%)**		
7/17/25	During the 2025-2026 school year, our school identified instructional practices as a resource inequity impacting the Students with Disabilities. As a result our school plans to mitigate this inequity by utilizing research-based instructional strategies to integrate complex problem-solving and higher-order thinking strategies into daily core instruction. We will continue this practice into the 2026-2027 School Year.		Lauren Overman AP 2024	05/30/2027
Notes:				
7/17/25	Using Title I funds, we will plan and execute quarterly parent engagement nights focused on academic strategies, curriculum awareness, and home support techniques		Lauren Overman AP 2024	05/30/2027
Notes:				
7/17/25	Using Title I funds we will purchase and organize instructional materials aligned with intervention goals.		Lauren Overman AP 2024	05/30/2027
Notes:				
10/7/26	During the 2025-2026 school year, our school identified human resources as a resource inequity impacting the Students with Disabilities. As a result, our school plans to mitigate this inequity by developing and implementing a comprehensive intervention plan that includes scheduling targeted support to core teachers utilizing research-based instructional materials utilizing a data-driven schedule for intervention groups based on assessment results. We will continue this practice into the 2026-2027 School Year.		Lauren Overman AP 2024	05/30/2027

Notes:				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025-2026 To support C 2.01, our school is actively building a culture of high expectations for all students and staff. We've established a clear vision centered on academic excellence, and we consistently communicate expectations for behavior, effort, and achievement. Staff receive professional development on equity, rigor, and growth mindset, while students are encouraged to set goals and take ownership of their learning. All students have access to challenging instruction and the supports they need to succeed. We regularly use data to monitor progress and adjust practices, and we engage families as partners in promoting a shared commitment to high standards. This intentional focus ensures that every student is expected—and supported—to reach their full potential.	Limited Development 05/14/2025		
How it will look when fully met:			When C 2.01 is fully met, the school environment reflects a strong, school-wide culture of high expectations that is evident in every classroom, hallway, and interaction. Staff consistently hold all students to rigorous academic and behavioral standards, regardless of background or ability, and provide the necessary supports to help them succeed. Teachers plan and deliver challenging, engaging instruction that promotes critical thinking and student ownership of learning. Students are motivated, set personal goals, and demonstrate a strong belief in their ability to succeed. They take responsibility for their learning and behavior, and they are recognized for effort, growth, and achievement. Staff members model professionalism, maintain high standards for their own performance, and collaborate to continuously improve instruction and outcomes. Families are actively engaged as partners, fully informed of expectations, and equipped to support		**Ashley Lesane elected 2024**	**06/10/2028**

	learning at home. Data is regularly analyzed to ensure that expectations are being met equitably across all student groups. The school functions as a united community where high expectations are not just stated—they are lived daily by students, staff, and families alike.			
Actions		**1 of 4 (25%)**		
5/14/25	ERHS Student Services and Administration use EVAAS projection reports, at risk reports, final exam scores, and NCEES reports to drive the creation of the master schedule and individual student schedules.		Lauren Overman	05/30/2027
Notes:				
5/14/25	Administrative and Leadership Teams analyze data from informal and formal staff evaluations and feedback from instructional rounds to identify key areas of focus to improve instruction and provide staff development sessions on campus.		Chris Campbell	05/30/2027
Notes:				
7/17/25	The use of Exact Path Universal Screener to establish baselines providing differentiated academic pathways for all 9th grade Math and English students.	Complete 09/08/2026	Ashley Lesane	05/30/2027
Notes:				
9/22/25	Embedding teacher coaching provided by ERG, Dana Thames, and Kristin Loflin will support ENG2, BIO, and Math1 & 3.		Chris Campbell	05/30/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**			
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2026-2027 Indicator A 4.01 focuses on ensuring that all classroom instruction is aligned to state standards and learning objectives. Teachers are being coached on instructional practices, with a focus on instructional rigor and higher-order-thinking questions. Teachers are being coached on utilizing check for understanding tools throughout instruction to ensure faster response to when students do not master the standards, concepts, and themes. Teachers are using data from assessments to	Limited Development 07/17/2025		

	determine what intervention strategies need to be implemented in order to ensure student mastery of standards and learning objectives. Enrichment Team formed to discuss the best ways to use intervention period to help students gain mastery of standards and learning objectives. Using Title I funds, we hired additional teachers for math and reading to reduce class sizes. We also hired a 50% math interventionist to provide targeted small group intervention.			
How it will look when fully met:	When A 4.01 is fully met, every classroom consistently delivers instruction that is tightly aligned to state standards and learning objectives. Teachers clearly communicate daily learning targets, and student tasks directly reflect those goals. Lessons are rigorous, appropriately paced, and include checks for understanding to guide instructional adjustments. Student work shows evidence of deep engagement with grade-level content, and all learners are supported in mastering the standards through differentiated strategies and high-quality materials.		**Chris Campbell 2026**	**06/10/2028**
Actions		**0 of 5 (0%)**		
7/17/25	School leaders will conduct frequent classroom walkthroughs using a standards-alignment look-for tool, providing timely feedback to ensure instruction remains rigorous and aligned.		Cecil Mock AP 2017	05/30/2027
Notes:	District leaderhsip, ERG, and Lead Teacher will provide support aligning standard based instructional practices.			
7/17/25	Using Title I funds, teachers will receive training on designing lessons, tasks, and assessments that reflect the rigor and intent of the standards, including strategies for differentiation.		Cecil Mock AP 2017	05/30/2027
Notes:	Early Release PD Days Title I resources for PLC development Assessment Feedback			
9/22/25	Teachers will participate in weekly PLC meetings that are focused on data to improve instruction. Teachers will have to turn in an assessment one per quarter for feedback.		Cecil Mock AP 2017	05/30/2027
Notes:				
9/22/25	Within the 2026-27 school year, our ATSI school will implement the following evidence-based intervention: Teachers will receive intensive training from central services and NC PEAK in how to properly identify		Cecil Mock AP 2017	05/30/2027

	and implement appropriate intervention strategies to increase overall performance of Students with Disabilities.			
Notes:	Continued implementation of NC Peak IEP revisions and service delivery. Our focus will be on creating and maintaining data trackers for the individual goals of each student with an IEP.			
10/7/26	Within the 2026-27 school year, our ATSI school will implement the following evidence-based intervention: the school will intentionally analyze Student with Disabilities' data trackers to monitor and access student goals to increase overall performance with those goals.		Cecil Mock AP 2017	05/30/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**			
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2026-2027 A cornerstone of our current practice and a direct reflection of our progress within NC STAR 2.04, lies in our collaborative Professional Learning Community (PLC) meetings by department, focused intently on data. These meetings are targeted sessions where educators actively engage with the core tenets of effective curriculum and instruction by: Analyzing Student Performance Data: Directly addressing NC STAR 2.04's emphasis on using data to inform instruction, we delve into disaggregated data to identify trends, celebrate successes, and pinpoint areas where students may need additional support. This includes formative and summative assessments, attendance records, and behavioral data, allowing us to tailor our instructional approaches. Sharing Best Practices: In line with 2.04's focus on high-quality instruction, teachers share effective instructional strategies, successful interventions, and creative approaches that have yielded positive results in their classrooms, ensuring the dissemination of effective teaching methods. Developing Targeted Interventions: Based on our data analysis, we are diligently working to implement targeted interventions and enrichment activities to address specific student needs. This ensures that our instruction is differentiated and responsive, aligning with 2.04's goal of meeting the diverse needs of all learners.	Limited Development 07/16/2025		

	Aligning Curriculum and Instruction: Our PLC meetings ensure vertical and horizontal alignment of curriculum, promoting a cohesive learning experience across grade levels and subjects. This critical component of 2.04 ensures that our curriculum is coherent, rigorous, and logically sequenced. Fostering Professional Growth: These collaborative spaces empower our educators, providing ongoing professional development that is relevant, timely, and directly applicable to their daily practice. This continuous professional learning is vital for enhancing instructional effectiveness, a key aspect of NC STAR 2.04.			
How it will look when fully met:	A cornerstone of our current practice and a direct reflection of our progress within NC STAR 2.04, lies in our collaborative Professional Learning Community (PLC) meetings by department, focused intently on data. These meetings are targeted sessions where educators actively engage with the core tenets of effective curriculum and instruction by: Analyzing Student Performance Data: Directly addressing NC STAR 2.04's emphasis on using data to inform instruction, we will efficiently use disaggregated data to identify trends, celebrate successes, and pinpoint areas where students may need additional support. This includes formative and summative assessments, attendance records, and behavioral data, allowing us to tailor our instructional approaches. Sharing Best Practices: In line with 2.04's focus on high-quality instruction, teachers share effective instructional strategies, successful interventions, and creative approaches that have yielded positive results in their classrooms, ensuring the dissemination of effective teaching methods. Developing Targeted Interventions: Based on our data analysis, we will consistently implement targeted interventions and enrichment activities to address specific student needs. This ensures that our instruction is differentiated and responsive, aligning with 2.04's goal of meeting the diverse needs of all learners. Aligning Curriculum and Instruction: Our PLC meetings ensure vertical and horizontal alignment of curriculum, promoting a cohesive learning experience across grade levels and subjects. This critical component of 2.04 ensures that our curriculum is coherent, rigorous, and logically sequenced. Fostering Professional Growth: These collaborative spaces empower our educators, providing ongoing professional development that is		**Cindy Teague elected 2024**	**06/10/2028**

	relevant, timely, and directly applicable to their daily practice. This continuous professional learning is vital for enhancing instructional effectiveness, a key aspect of NC STAR 2.04.			
Actions		**0 of 2 (0%)**		
7/16/25	Develop and train departments on a standardized protocol for conducting "deep dives" into specific student performance data points during PLC meetings. This protocol would guide educators through a structured process of identifying root causes for student learning gaps, collaboratively brainstorming evidence-based instructional strategies, and creating measurable action plans with clear timelines for implementation and re-assessment. This ensures that data analysis translates directly into refined curriculum and instruction.		Ashley LeSane elected 2024	06/10/2027
Notes:				
7/17/25	Each PLC will unpack the essential standards for the year and create a "CFA Calendar," mapping out the development and administration of at least one CFA per essential standard. PLCs will collaboratively design their semester CFAs, ensuring they align with the rigor of the standard and use a variety of question types.		Ashley LeSane elected 2024	06/10/2027
Notes:				

RANDOLPH County School System

School: Eastern Randolph High School

School Year: 2026-2027

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Principal	Chris Campbell		9/30/26
Assistant Principal	Cecil Mock		9/30/26
Assistant Principal	Lauren Overman		9/30/26
Cultural Arts 9-12	Britt Allen		9/30/26
Counselor 9-12	Ryan Brown		9/30/26
PE/Health Teacher 9/12	Josh Coble		9/30/26
Parent Representative	Nicole Cox		9/30/26
English 9-12	Katie Adams		9/30/26
Media Specialist	Ross Houston		9/30/26
Classified Representative	Casie Leonard		9/30/26
Lead Teacher	Ashley LeSane		9/30/26
History Teacher 9-12	Lane Moore		9/30/26
Career Development Coordinator	Dustin Ritter		9/30/26
Science Teacher 9-12	Vaneza Aku		9/30/26
EC Teacher 9-12	Cindy Teague		9/30/26
CTE	Chad Green		9/30/26
Math 9-12	Courtnee Carter		9/30/26
ESL Teacher	Cameron Hatcher		

RANDOLPH
County School System

NCStar/SIP Mandatory Components

School Name: Eastern Randolph High School

School Year: 2026-2027

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

All teachers have a 30 minute duty-free lunch. During the three lunches, coverage is provided by administration and teachers with third period planning.

Duty-Free Instructional Planning

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

All full-time assigned classroom teachers have a duty-free instructional planning of 84 minutes , which is seven hours of planning time per week.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe the transition plan below.

Student Services faculty visit the middle school during the spring semester to introduce students to course offerings as well as extra-curricular opportunities available in high school. Each eighth grader meets individually with a high school counselor for course selection for ninth grade. Rising freshmen and their parents are invited to our campus in late spring for an introduction to our school and a campus tour.

RANDOLPH
County School System

Level Cross Elementary School

School Improvement Plan

2026-2027

Comprehensive Progress Report

Mission: The mission of Level Cross Elementary School is to grow students in a caring environment where every student and every minute count.

Vision: Level Cross Elementary students will become confident, self-directed, lifelong learners.

Goals:

Goal: Eliminate Opportunity Gaps.

Goal: Improve School Performance.

Goal: Increase Educator Preparedness to meet the needs of every student.

! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	Practice 1B: Monitor short-and long-term goals			
KEY D1.02	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	**2026-2027**: Currently, Level Cross is using 95 Phonics in grades 2-5 for core instruction for phonics. In addition, our kindergarten and first graders are using Letter Land and Heggerty for core phonics instruction. UFLI as being used a supplemental intervention in grades 1st through 5th. Within the 2026-2027 school year, our school identified as a TSI-CU school phonics instruction as a resource inequity within the instruction and growth of our students with a disability. As a	No Development 09/26/2023		

	result, our school plans to mitigate this inequity by continuing to implement a new research-based program, Boost, as provided by the district. We are also using Blast as an additional reading resource for our students with disabilities. These resource will be used to teach small groups within the EC setting. As a result of these resources, there will be an increase in overall proficiency in reading. Our SIT decided to use our Title One monies to hire certified tutors for extra support with phonics instruction for students. During the 2026-27 school year, our TSI-CU school identified math fluency as a resource inequity impacting the students with disabilities subgroup. As a result, our school plans to mitigate this inequity by implementing targeted strategies and allocating appropriate resources to hire a tutor to help build fluency of number sense in all areas: addition, subtraction, multiplication, and division. **2024-2025:** Currently, Level Cross is using Heggerty and UFLI as supplemental and core instruction. Within the 2024-2025 school year, our school identified the following resource inequity within the instruction and growth of our students with a disability. As a result, our school plans to mitigate this inequity by implementing a new research-based program, Boost, as provided by the district. This resource will be used to teach small groups within the EC setting. As a result of these resources, there will be an increase in overall proficiency in reading. **2023-2024:** Heggerty is currently being used for all K-3 students for literacy support. In the previous school years, the team purchased a third grade UFLI extension. Within the 2023-2024 school year, our school identified the following resource inequity (Heggerty). As a result, our school plans to mitigate this inequity by using the Heggerty 12 week extension to support fourth and fifth grade students needing additional literacy support.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	**2026-2027:** Level Cross School and administration are aligning resource allocation (money, time, human resources) within each school's instructional priorities. Heggerty is being used with fidelity for students in kindergarten through third grade for literacy support. In addition, 95			**Stephanie Hatcher**	**06/10/2028**

	Phonics is being fully implemented in grades 2nd through 5th grade. Level Cross Elementary purchased and is currently implementing the UFLI extension in classrooms as needed. Instructional Assistants are being used to conduct small group instruction, and master scheduling reflects the importance of intervention and enrichment time. As provided by the district, Level Cross's Exceptional Children's teachers will be using research based programs (Boost and Blast) to instruct students during their service times. Evidence of full implementation includes lesson plans, data-driven decision-making, core plans, master scheduling, and instructional assistant schedule.			
Actions		**1 of 4 (25%)**		
10/11/24	Exceptional children's teachers will use a research based program (Boost) to differentiate instruction and enhance the learning of their students, as they instruct them on their instructional level during their small group time.	Complete 06/10/2026	Heather Troyer (Elected 2026)	06/09/2028
Notes:				
9/30/26	Title One funds will be used to fund 2 certified tutors.		Stephanie Hatcher	06/10/2027
Notes:				
10/1/26	During the 2026-27 school year, our TSI-CU school identified math fluency as a resource inequity impacting the students with disabilities subgroup. As a result, our school plans to mitigate this inequity by implementing targeted strategies and allocating appropriate resources to hire a tutor to help build fluency of number sense in all areas: addition, subtraction, multiplication, and division.		Ashley Fulp	06/10/2027
Notes:				
10/11/24	Within the 2024-2025 school year, our school identified a phonemic awareness inequity. As a result, our school plans to mitigate this inequity by implementing the use of 95 Phonics in second-fifth grades as a core resource and Heggerty as a K-1 resource/K-5 intervention resource.		Rhonda Webb (Elected 2026)	06/10/2027
Notes:				
Implementation:		06/11/2025		
Evidence	6/11/2025			
Experience	6/11/2025			

Sustainability	6/11/2025			

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			**2026-2027**: The School Improvement Team meets yearly to establish goals for the school based on the past year's data for K-2 literacy, math, and on 3-5 End-of-Grade assessments. Professional learning communities are held two times per week to discuss data on Common Formative Assessments, as well as district and state assessments. Data is used to determine professional development so that teacher can improve strategies and instructional practices. Core and intervention plans are created using the most recent data to provide students who require supplemental and intensive remediation, and are reviewed quarterly. **2025-2026**: The School Improvement Team meets yearly to establish goals for the school based on the past year's data for K-2 literacy, math, and on 3-5 End-of-Grade assessments. Professional learning communities are held two times per week to discuss data on Common Formative Assessments, as well as district and state assessments. Data is used to determine professional development so that teachers can improve strategies and instructional practices. Core and intervention plans are created using the most recent data to provide students who require supplemental and intensive remediation, and are reviewed quarterly.	Limited Development 07/23/2025		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			**2026-2027:** When fully implemented, Level Cross Elementary will have consistent weekly Professional Learning Communities (PLC) meetings twice a week, where grade-level teams collaborate using core instructional plans to build intentional differentiated lessons. During PLCs, teachers will analyze formative and summative assessment data to identify		**Traci Chewning (Elected 2025)**	**06/09/2028**

	student needs, as well as address trends and skills gaps. These will determine the needs to adjust instruction accordingly. Instruction will be differentiated based on student needs, and intervention strategies will be aligned to the Multi-Tiered Systems of Support (MTSS) framework provided by the district. The use of common assessments and pacing guides will be used to ensure that vertical alignment of instruction is happening across all grade levels. Administrators and lead teacher will participate in PLCs to support planning, monitoring implementation, supporting new or beginning teachers, and providing specific feedback to strengthen teaching across the school. This results in a school culture where data-driven instruction is the norm and student achievement steadily improves.			
Actions		**3 of 7 (43%)**		
10/1/25	Certified staff will attend Engage Randolph Professional Development choosing differentiated sessions across all content areas.	Complete 08/19/2026	Ashley Fulp	06/10/2028
Notes:	All certified staff attended Engage Randolph Professional Development on Wednesday, August 19, 2026. Staff members attended professional development sessions of their choice/interest to strengthen their knowledge in needed content areas.			
10/1/25	Teachers in grades 2 and 3 will have opportunities to collaborate with our district math lead teacher, Jenn Choken to refine and improve math instruction. Teachers in grades 3, 4 and 5 will be collaborating with April Greenwood from Education Resource Group to improve reading instruction.	Complete 06/10/2026	Malia Robinson (Elected 2026)	06/10/2028
Notes:				
11/10/25	Create core plans for reading and math to ensure that grade levels are working toward 80% proficiency.	Complete 10/10/2025		06/10/2028
Notes:				
9/14/26	Teachers implement individualized intervention/enrichment groups (Lion Time).		Rhonda Webb (Elected 2026)	06/10/2027
Notes:				
9/14/26	Use common formative assessments (CFAs) to make decisions about future instructions for remediation and/or enrichment.			06/10/2027
Notes:				
9/30/26	Teachers will conduct data analysis to determine the needs of students.		Stephanie Shigemoto (Elected 2026)	06/10/2027

Notes:				
9/30/26	Develop CFA's that align with quarterly benchmark and EOG tests using cloned testing items and reading comprehension.		Malia Robinson (Elected 2026)	06/10/2027
Notes:				
Implementation:		09/14/2026		
Evidence	6/22/2026			
Experience	9/14/2026 6/22/2026: All grade levels were given planning days to complete unit planning. In addition, professional development days were offered by Ms. Choken at the district level in the areas of math and science. We took advantage of that by sending at least 1 teacher to each training and more if it was allowed. Lastly, we had Ms. Choken, the K-5 Lead Teacher for math and science worked with our 2nd grade team to support their math instruction. This included data review, teacher modeling and teacher observations with feedback to help our teachers grow their craft. Ms. Lohr, the district Lead ELA and SS teacher came 5 times throughout the year to present professional development to support grade levels during PLC's. Topics ranged from Data review to create small group, text complexity, differentiation to developing plans for a book study.			
Sustainability	9/14/2026 6/22/2026- We will continue to support teachers with professional development at the school level and when possible/offered, at the district level as well. Currently, we have already scheduled M. Weipert to come and talk with teachers about EVAAS data in September of 2026 and Ms. Choken is coming back to continue to support our 2nd grade teachers in math as well as begin this past year's support with our 1st grade team and our 3rd grade team.			

Core Function:			**Domain 3: Instructional Transformation**		
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**		
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025-2027: At Level Cross, we have a Multi-Tiered System of Support school-level team that implements the tiered instructional system for all students. At the beginning of the year, students take a diagnostic	Limited Development 07/23/2025		

	assessment as a baseline of where they are in relation to their grade-level standards and peers. Each grade level works alongside the lead teacher to create core plans to ensure that all students are bring provided with strong core instruction that addresses the curriculum, instruction, and environmental needs. Grade levels also meet to use the diagnostic assessment data to determine supplemental and intensive instructional needs for students who are not proficient or at the bottom 5-10% of the grade level. Interventions are provided daily and follow the Standard Treatment Protocol in literacy and math as provided by the district. Core plans and intervention plans are reviewed throughout the year in PLCs to ensure that they are being followed and implemented with fidelity. The team meets yearly to complete the FAM-S and determine the needs for the upcoming school year around the implementation of MTSS.			
How it will look when fully met:	At Level Cross Elementary School, full implementation of a Multi-Tiered System of Support (MTSS) will prioritize high-quality standards-aligned Core (tier 1) instruction as the foundation for all academic success. All teachers are expected to consistently deliver evidence based teaching practices within the general education classroom. They will use differentiated instruction to meet the diverse needs of their students. Instructional teams will collaborate regularly to align strategies, review student data, and ensure consistency across grade levels. Teachers will receive ongoing professional development and coaching to build their understanding on the three tiered system and how to implement it effectively, and with fidelity. Classroom instruction will no longer focus on student deficits, but instead on students' responses to instruction with interventions and enrichment, adjusted accordingly. This shift will help reduce unnecessary referrals to the exceptional children's department by addressing issues in instruction and curriculum before assuming student failure stems from a disability.		**Kendra Johnson (Elected 2026)**	**06/10/2028**
Actions		**0 of 4 (0%)**		
10/1/25	Utilize school-wide structures and flow charts to increase fidelity of school-wide problem solving.		Ashley Fulp	06/10/2027
Notes:				
10/1/25	Familiarize the MTSS team and grade level teachers with updated problem-solving templates and spreadsheets.		Stephanie Hatcher	06/10/2027
Notes:				

9/30/26	PLC's will administer common formative assessments to make decisions about future instructions for remediation and/or enrichment.		Christine Marley (Elected 2025)	06/10/2027
Notes:				
9/30/26	Teachers implement individualized intervention/enrichment groups (Lion Time.)		Kendra Johnson (Elected 2026)	06/10/2027
Notes:				

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			
KEY A2.04	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	2026-2027: Professional Learning Communities meet two times a week as a team with the lead teacher to discuss data and create lessons that are aligned with the standards, as well as their current data and student progress information. Teachers create pre- and post-tests to assess student mastery, then provide intervention and remediation to students who are not proficient. They also provide enrichment to students who are above mastery. Grade levels use Heggerty, Letterland, iReady, Building Fact Fluency, Number Talks, and LETRS knowledge to implement instruction that is standards-based and follows the North Carolina Standards. 2025-2026: Professional Learning Communities meet two times a week as a team with the lead teacher to discuss data and create lessons that are aligned with the standards, as well as their current data and student progress information. teachers create pre- and post-tests to asses student mastery, then provide intervention and remediation to students who are not proficient. They also provide enrichment to students who are above mastery. Grade levels use Heggerty, Letterland, iReady, Building Fact Fluency, Number Talks, and LETRS knowledge to implement instruction that are standards-based and follows the North Carolina Standards.	Limited Development 07/23/2025		
How it will look when fully met:	At Level Cross Elementary School, full implementation of aligned instructional units developed by instructional teams will be reflected in collaborative planning that is both structured and purposeful Each grade level and content area team will utilized a shared template to develop units that align directly with the North Carolina state standards		**Stephanie Hatcher**	**06/10/2028**

	and curriculum guides, as well as aligning to the district's pacing guides. These units will include clearly defined objectives, sequentially arranged skills, criteria for mastery, and differentiated instructional strategies. Instructional teams will meet regularly in PLCs to discuss and revisit these units to determine their effectiveness by look at student data, and ensure that pre- and post-assessments are consistent with targeted standards. The principal and instructional leadership team will support this process by reviewing unit plans.			
Actions		**1 of 5 (20%)**		
10/1/25	Grade levels will ensure that units of instruction are aligned with state standards to strengthen core instruction.		Traci Chewning (Elected 2025)	06/10/2027
Notes:				
10/1/25	Programs, materials, and technology will be purchased with school and PTO funds to support learning within the classroom and at home resources.	Complete 06/10/2026	Kendra Johnson (Elected 2026)	06/10/2028
Notes:				
9/30/26	Tutors will be hired with Title One funds. Tutors will work with small groups of students to address reading and math gaps.		Stephanie Hatcher	06/10/2027
Notes:				
9/30/26	PLC's will develop common formative assessments that align with quarterly benchmarks and EOG tests using cloned testing items and reading comprehension.		Kendra Johnson (Elected 2026)	06/10/2027
Notes:				
9/30/26	Assigned mentors will work with BT's to build knowledge of the curriculum, instruction, and preparedness of the needs of students.		Malia Robinson (Elected 2026)	06/10/2027
Notes:				

RANDOLPH County School System

School: Level Cross Elementary

School Year: 2026-2027

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Principal	Stephanie Hatcher		
Assistant Principal/Processing Manager	Ashley Fulp		
Lead Teacher	Rhonda Webb		
Pre-K	Christina Jernigan		
Kindergarten	Christine Marley		
First Grade	Malia Robinson		
Second Grade	Traci Chewning		
Third Grade	Kendra Johnson		
4th Grade	Doc Cecil		
5th Grade	Stephanie Shigemoto		
Guidance	Maggie Smith		
Media	Angie Mitchell		
Parent	Emily Leach		
EC Representative	Heather Troyer		
Teacher Assistant	Sherry Morrow		

RANDOLPH County School System

NCStar/SIP Mandatory Components

School Name: Level Cross Elementary

School Year: 2026-27

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Grade levels work together to cover while 1 teacher has duty free lunch. They rotate days to allow everyone an opportunity. Periodically, administration, BEP teachers and PTO volunteers work together tp provide duty free lunch for all teachers.

Duty-Free Instructional Planning

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

Our teachers have 45 minutes eacg day for planning while their students are in BEP classes. In addition, they also have from 2:45-3:15 each afternoon for planning when not fulfilling afternoon duties.

Transition Plan for At-Risk Students

X Elementary to Middle School

☐ Middle School to High School

Please describe the transition plan below.

Our 5th graderws visit their assigned middle school in the spring to tour and learn more about middle school. They have a chance to meet teachers and ask questions. The middle schools offer a Transition Night for students and families to see the school, tour and gain additional information.

RANDOLPH
County School System

Liberty Elementary School

School Improvement Plan

2026-2027

Liberty Elementary 10/8/2026

Comprehensive Progress Report

Mission:

Liberty Elementary School empowers every student to achieve success through high expectations, support, and meaningful learning experiences.

Vision:

The staff at Liberty will

- be lifelong learners who are open to constructive feedback
- know students' needs and meet their needs
- have content knowledge and be prepared with challenging and engaging tasks for all students
- have high/common expectations for planning, routines, boundaries, behaviors, and academics

Goals:

Eliminate Opportunity Gaps

Improve School Performance

Increase educator preparedness to meet the needs of every student.

! = Past Due Objectives KEY = Key Indicator

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025-2026 Our school currently utilizes NCEES and district walkthroughs to collect classroom observation data. Results are shared with the leadership team to identify strengths and areas for improvement, and data discussions are incorporated into PLC meetings to support instructional	Limited Development 07/31/2025		

	growth. The Leadership Team is intentionally diverse, with representation from every grade level, support staff, specials teachers, the public library, and PTO, ensuring a broad range of perspectives in decision-making. The team meets monthly with a set agenda to review progress, celebrate successes, and address areas of need. While meaningful conversations occur during these meetings, time for in-depth data analysis is somewhat limited and presents an area for growth. Overall, our current structures provide a strong foundation for collaboration and school improvement, with opportunities to strengthen consistency in data-driven decision making.			
How it will look when fully met:	2025-2026 Moving forward, our school will strengthen our observation and data review practices to ensure they more effectively inform instruction and school improvement efforts. We plan to dedicate more structured time during Leadership Team and PLC meetings for deeper data analysis, using observation results to identify patterns, guide instructional support, and monitor progress toward goals. The Leadership Team will continue to ensure diverse representation and engagement, while also working to increase consistency in how observation data and improvement strategies are communicated across all grade levels and support areas. By enhancing the use of data in our decision-making process, we will build on our current collaborative structures to create a more intentional and measurable impact on teaching and learning.		**Kelly Bowman (elected 2025)**	**06/10/2028**
Actions		**2 of 4 (50%)**		
10/2/25	Use a standard template when completing walkthrough observations to provide timely feedback and follow-up.	Complete 01/08/2026	Amanda Gaines (Elected 2023)	06/11/2026
Notes:				
10/2/25	Teachers are provided a substitute for a data analysis and planning day. Mid-year data is discussed and disaggregated, then instruction is planned based on the data.	Complete 06/11/2026	Jamie Yow (elected 2023)	06/11/2026
Notes:	Title 1 funds will be used to fund the substitutes.			

9/16/26	We will meet as grade level PLCs on a weekly basis to talk about student data.		Tabitha Judson (Elected 2026)	12/04/2026
Notes:				
9/16/26	Utilize walkthrough data during PLC meetings and school wide. Collaboratively reviewing and discussing observation data.		Jamie Horner (Elected 2026)	04/25/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**			
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025-2026 Our school is in the process of developing a more clearly defined and consistently implemented Multi-Tiered System of Support (MTSS) aligned with the NC MTSS framework. Currently, Tier 1 instruction consists of standards-aligned core instruction delivered to all students. Teachers inconsistently use common formative assessments (CFAs), mClass (for reading), and iReady (for math) to monitor student progress and inform instruction. While Tier 1 is well understood as the foundation for all students, Tier 2 and Tier 3 supports are less clearly articulated across all staff. Tier 2 instruction is delivered in small groups (up to six students) and focuses on targeted skill deficits during small group or remediation time. Tier 3 instruction is defined by more frequent, intensive, individualized intervention provided by reading specialists or other qualified personnel. Staff roles within the MTSS framework are emerging. The MTSS chairperson plays a central leadership role by meeting monthly with the formal MTSS committee and weekly with PLCs to review progress monitoring data, CFAs, and student check-in data. The lead teacher provides progress monitoring plans and support to staff, helping ensure students receiving supplemental and intensive support are tracked appropriately. However, while some data is reviewed consistently in	Limited Development 07/31/2025		

	PLCs, a regularly scheduled data review cycle is not yet fully established. Strengths of our current implementation include collaborative support structures, regular PLC meetings with a focus on student data, and the use of evidence-based tools for progress monitoring. Areas for growth include clearly defining and communicating the expectations and instructional practices at each tier, ensuring consistency in implementation, and establishing a more systematic approach to data review and intervention documentation. Continued professional development and alignment of staff roles within the MTSS framework will support our efforts to create an equitable, responsive system that addresses the academic, behavioral, emotional, and attendance needs of all students.			
How it will look when fully met:	2025-2026 Our school implements a fully aligned, comprehensive MTSS framework that ensures all students receive timely academic, behavioral, emotional, and attendance support. Tier 1 instruction is standards-aligned, culturally responsive, and delivered with fidelity to all students. Teachers use mClass, iReady, CFAs, and other data sources to guide instruction and identify students needing additional support. Tier 2 and Tier 3 interventions are targeted, evidence-based, and supplemental to—not a replacement for—core instruction. Progress is monitored regularly and adjusted through collaborative data reviews in PLCs and monthly MTSS meetings, which include general education, EC, ML, AIG, and student support staff. Staff roles within MTSS are clearly defined, and a shared tiered framework guides consistent practices schoolwide. An attendance committee monitors trends and ensures responsive outreach. Evidence of full implementation includes tiered service documentation, data		**Melissa York (elected 2024)**	**06/10/2028**

	reports, intervention plans, and team meeting records. This system ensures equitable access to learning and support for every student. School will include families in family nights that target reading, math, and STEM instruction for home.			
Actions		**5 of 8 (62%)**		
10/2/25	Hire and train a tutor to work with small groups of students during PAW time.	Complete 01/08/2026	Susan Daniel (Elected 2025)	11/25/2025
Notes:	Title 1 funds will be used to complete this action step			
9/24/25	Provide targeted professional development sessions for all staff (general education, EC, ML, AIG, student support) on the MTSS framework, ensuring they understand the components of Tier 1, Tier 2, and Tier 3 interventions.	Complete 02/18/2026	Rachel Shue (Elected 2025)	05/27/2026
Notes:				
9/24/25	Create a standardized process for collecting, analyzing, and using data from multiple sources (e.g., mClass, iReady, CFAs) to guide instruction and identify students who require additional support.	Complete 09/16/2026	Christy Burgess (Elected 2025)	05/27/2026
Notes:				
9/24/25	Schedule regular collaborative data review sessions during PLCs and monthly MTSS meetings.	Complete 01/08/2026	Heidi Marley (Elected 2025)	05/27/2026
Notes:				
2/16/26	A family night will be scheduled each quarter that will target reading, math, science, and transition.	Complete 07/12/2026	Sharon Tozer (Elected 2025)	06/12/2026
Notes:				
9/16/26	Develop a professional development plan, training staff on implementing enrichment activities.		Kim Lackey (Elected 2026)	11/12/2026
Notes:				
9/16/26	Develop a plan to nurture and identify all advanced learners.		Rachel Shue (Elected 2025)	01/01/2027
Notes:				
9/16/26	Clearly communicates the findings and establishes a consistent schedule for implementation of enrichment activities to fidelity.		Rachel Shue (Elected 2025)	06/08/2027
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2025-2026 Our school has established consistent structures for instructional planning through weekly Professional Learning Communities (PLCs). Grade-level teams, supported by the lead teacher and school administrators, meet regularly to collaboratively develop, review, and refine instructional units. Teachers have protected common planning time each day, with one weekly session focused on deeper collaboration around unit planning, standards alignment, and student data review. While we are in the process of developing a uniform planning template to ensure greater continuity across grade levels, teams currently use shared approaches to align lessons with state standards, sequence objectives, and integrate pre- and post-assessments. Assessment data is reviewed in PLCs to inform instructional adjustments, revise small groups, and set new student learning goals. Special education and English Language Learner (ELL) staff contribute to the planning process by accessing grade-level plans and adapting them to address individual student needs, IEP goals, and language acquisition targets. Instructional units incorporate scaffolds, vocabulary support, and multiple modes of learning—such as independent work, partner tasks, small-group instruction, whole-class activities, technology, and hands-on materials—to ensure equitable access for all learners. Student accommodations are embedded throughout instruction and are tailored to individual needs. Our current practices reflect a strong commitment to collaborative planning, standards-based instruction, and data-driven decision making. At the same time, we recognize the need to strengthen consistency across grade levels through the development and full implementation of a shared planning template. By building on our established PLC structures and refining our planning tools, we aim to increase alignment, improve instructional coherence, and further support student achievement.	Limited Development 07/31/2025		
How it will look when fully met:			2025-2026 The school implements a systematic, standards-aligned instructional planning process, supported by leadership and consistently applied		**Kelly Bowman (elected 2025)**	**06/11/2028**

	across all grade levels and departments. Teachers have protected time for collaborative unit development and data-driven planning through weekly PLC meetings focused on instructional planning and ongoing data analysis, daily grade-level planning time, quarterly planning days devoted to in-depth unit design and alignment, and dedicated Data Analysis/Data Dig Days to disaggregate and examine student data. Leadership provides clear agendas, facilitation, and protection from interruptions, allowing teams to focus on high-quality instructional planning and data-informed decision-making. All grade levels and departments use a shared unit planning template aligned to state standards, district pacing guides, and published resources (such as Being a Reader and i-Ready) to ensure consistency and rigor. Pre- and post-assessments are embedded into every unit to measure student learning and guide instruction. Teachers use district and county pacing guides, complex text lesson plans, and NC SCOS/unpacking documents to ensure assessments and instruction are tightly aligned to instructional goals. During weekly PLC data discussions, teachers analyze pre- and post-assessment results to identify trends, adjust instruction, and plan targeted supports. Administrators actively engage in PLCs and conduct classroom walkthroughs to monitor alignment, provide feedback, and ensure high levels of student engagement and learning. Leadership regularly reviews planning templates, assessments, and lesson artifacts to ensure instructional quality and consistency across grade levels and departments. This creates a cohesive, schoolwide approach to instruction and a culture of continuous improvement. Evidence of full implementation includes: Agendas and minutes from PLCs, Data Analysis Days, and quarterly planning sessions. Completed and aligned unit planning templates across all grade levels. Pre- and post-assessment data and analyses used to drive instruction. Walkthrough and observation data demonstrating alignment between planned and delivered instruction. Documentation of administrator participation and feedback in PLCs.			

	Artifacts showing consistent use of district pacing guides, state standards, and published resources. Together, these practices demonstrate that the indicator is fully met and sustainable, with a transparent, consistent process for standards-aligned, data-driven instructional planning across the school.			
Actions		**1 of 3 (33%)**		
10/2/25	Provide PLC training on data-driven instruction	Complete 01/08/2026	Liz Fox (elected 2024)	11/25/2025
Notes:				
10/2/25	Develop a finalized shared unit planning template.		Amber Vernon (elected 2024)	05/21/2027
Notes:				
10/2/25	Review units and assessments for alignment.		Amanda Gaines (Elected 2023)	06/11/2027
Notes:				

RANDOLPH County School System

School: Liberty Elementary School

School Year: 2026-2027

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Principal	Jamie Horner		9/9/2026
Assistant Principal	Brandi Edmundson		9/9/2026
Pre K/EC	Sara Tomlinson		9/9/2026
Kindergarten	Liz Fox		9/9/2026
1st Grade	Rachel Shue		9/9/2026
2nd Grade	Ally Heppding		9/9/2026
3rd Grade	Christy Burgess		9/9/2026
4th Grade	Hilary Hirt		9/9/2026
5th Grade	Tabitha Judson		9/9/2026
Lead Teacher	Kelly Bowman		9/9/2026
Teacher Assistant	Kimbery Lackey		9/9/2026
Media Specialist	Amanda Gaines		9/9/2026
Reading Specialist	Melissa York		9/9/2026
Parent	Jessica Champney		9/9/2026

RANDOLPH County School System

NCStar/SIP Mandatory Components

School Name: Liberty Elementary School
School Year: 2026-2027

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

For the 2026-2027 school year, PTO is providing coverage once a month for teachers during the lunch period. Teachers also rotate amongst their grade levels to provide a break for one another during the lunch period.

Duty-Free Instructional Planning

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

For the 2026-2027 school year, teachers are provided with a 45-minute time block for Duty-Free Instructional Planning. This time occurs Monday-Friday.

Transition Plan for At-Risk Students

■ Elementary to Middle School
☐ Middle School to High School

Please describe the transition plan below.

For the 2026-2027 school year, to transition from elementary to middle school, our fifth-grade students visit our feeder middle school to tour and learn about the elective options that are available. Once a year during the spring, Liberty Elementary hosts a Transition Parent Night for all students. During the event, families learn how to end the year strong and make a smooth transition to the following grade. Students and parents meet with teachers from their current grade level as well as the upcoming grade level. The CTE department collaborates with elementary schools to provide 5th grade students with tours at the high schools in the feeder pattern. This helps support goal setting for 5th grade students in preparation for potential pathways they can participate in high school. All 5th grade students are provided with the Junior Achievement curriculum that will allow students to make choices aligned with their career goals. Our Pre-K students attend elective classes, lunchtime in the cafeteria, and recess on the playground. This prepares them for their transition to Kindergarten.

RANDOLPH
County School System

Northeastern Randolph Middle School

School Improvement Plan

2026-2027

Comprehensive Progress Report

Mission: Our mission at Northeastern Randolph Middle School is to create a community of Patriots who explore, lead, and grow.

Vision: At Northeastern Randolph Middle School, our vision is to provide a supportive, nurturing environment where each student can reach his/her full potential.

Goals:

2025-2026 GOAL: Eliminate opportunity gaps.

2025-2026 GOAL: Improve Student Performance

2025-2026 GOAL: Increase Educator Preparedness to meet the needs of every student.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Summer 2026 Our ATSI school is committed to supporting all students, with a particular focus on additional strategies and support for our lowest-performing subgroups. The school calendar and master schedule are intentionally designed to ensure that every student has access to a rigorous, coherent, and well-supported course of study. The schedule reflects a balance of academic instruction, intervention, enrichment, and social-emotional development. Two days per week, students participate in 40-minute blocks dedicated to remediation and enrichment based on academic data. One day per week is reserved for social-emotional learning and team-building	Limited Development 07/17/2025		

	activities to support student well-being. Additionally, two days per week are structured for students to work on individualized i-Ready pathways in both reading and math, supporting differentiated learning needs and personalized instruction. Structured common planning time is built into each teacher's schedule to encourage professional collaboration. Teachers meet weekly in content-area teams during dedicated collaborative team time, following a focused agenda centered on instructional planning, data analysis, and alignment to curriculum standards. This intentional scheduling fosters a culture of shared responsibility for student learning and continuous instructional improvement. The School Improvement Team allocates discretionary resources to address emerging departmental needs. Priority areas include building classroom libraries, updating physical education equipment, providing hands-on science lab materials, and ensuring teachers have the tools necessary for effective instruction. Staffing at Northeastern includes an EC teacher for each grade level, a cross-categorical teacher and assistant, a part-time ESL teacher, a media specialist, a lead teacher, and two school counselors. The LEA supports Northeastern with a full-time student advocate. Additionally, the district provides essential academic programs, including i-Ready, HDWord, Boost, and HillRAP, along with professional development for staff implementing these programs. Training has been delivered in literacy instruction, PLCs, AIG support, EL strategies, and reading foundations. The district also provides support through an EC Program Facilitator, a Program Specialist, and a social worker. Ongoing training assists EC and inclusion teachers with scheduling, collaborative planning, and co-teaching to ensure high-quality learning experiences for students with disabilities. Beginning in August 2026, district lead teachers lead virtual meetings with NERMS staff and other schools at the beginning of each month.			

	Prior to COVID-19, NERMS benefited from a broader range of community support. While a handful of local businesses currently support specific projects and the Booster Club continues to support athletics, the school lacks an active PTO. Through thoughtful scheduling, collaborative planning, and strategic use of resources, Northeastern Middle School ensures that every student has equitable access to a high-quality education, aligning resource allocation with instructional priorities to meet the needs of all learners.			
How it will look when fully met:	At full implementation, Northeastern Randolph Middle School would strategically align all school-controlled resources—time, staffing, and discretionary funding—directly to instructional priorities and student needs. The master schedule would ensure daily access to rigorous core instruction, targeted interventions, enrichment, and social-emotional learning, with examples such as 40-minute remediation/enrichment blocks every day, structured i-Ready or other individualized pathways in reading and math, and dedicated social-emotional learning sessions for all grade levels. Teachers would consistently use weekly common planning time to analyze student data, co-plan lessons, and develop differentiated strategies, such as small-group instruction for students performing below grade level and enrichment projects for advanced learners. Discretionary resources would be intentionally directed to classroom and instructional needs, including updating science lab materials, expanding classroom libraries, integrating technology for personalized learning, and providing hands-on PE and arts materials. Staffing would be fully leveraged, with EC, ESL, and inclusion teachers collaborating in co-teaching models, and counselors and support staff proactively coordinating interventions. In practice, this would mean teachers observing and adjusting instruction in real time, intervention blocks focused on students who most need support, enrichment tailored to student interests, and regular reflection in PLCs to refine instructional approaches—all creating a culture of shared responsibility and continuous improvement within the school.		**Misty Keller (elected June 2025)**	**06/09/2028**
Actions		**1 of 4 (25%)**		

9/5/25	Reach out to the parents in the school community to begin to build a PTO.	Complete 11/17/2025	Misty Keller (elected June 2025)	11/21/2025
Notes:	11/18/25--The newly reformed PTSO met for the second time this year. The new group has already planned several fundraisers and projects for this year and has implemented a few of the plans already.			
10/7/26	EC Teachers will participate in district-led professional development throughout the year.		Jessica Oates (elected August 2026)	04/15/2027
Notes:				
9/5/25	During the 2026-27 school year, our ATSI school identified High-Quality Teaching and Learning as a resource inequity impacting the SWD subgroup. As a result, our school plans to mitigate this inequity by implementing targeted strategies and allocating appropriate resources to reinstate vertical and cross-content team planning that includes EC teachers in co-teaching models, ensuring alignment of interventions with general education instruction.		Jessica Oates (elected August 2026)	06/09/2027
Notes:				
9/21/26	(new RAR rating for #30 from 2 to 1) During the 2026-2027 school year our ATSI school identified High Quality Teaching and Learning as a resource inequity impacting the SWD subgroup. As a result, our school plans to mitigate this inequity by implementing targeted strategies and allocating appropriate resources to acquiring standards-aligned curricular materials.		Robin Hevner	06/10/2027
Notes:				

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Fall 2026 Northeastern Randolph Middle School regularly examines a variety of school performance data to guide instructional planning and interventions. The school reviews end-of-year proficiency data, EVAAS growth data in reading, math, and science, and analyzes these results across student subgroups. Additionally, teachers and administrators	Limited Development 09/05/2025		

	examine district math and science unit assessment data to identify trends and areas for targeted support. i-Ready diagnostic data is reviewed three times per year, and individual student data is used to guide weekly personalized learning pathways in reading and math. FAM-S data also contributes to the school's understanding of student needs and progress. The school further monitors performance through the 6–8 reading and math NC Check-Ins three times per year, Math I NC Check-Ins two times per year, and 8th grade science NC Check-Ins three times per year. Using a district data protocol, teachers and leaders extrapolate relevant information from these assessments to plan interventions, reteaching, and small group instruction tailored to student needs. While the school consistently uses data to inform instructional decisions, connections between data and professional development needs are sometimes missed. Observation data is primarily limited to information provided through district walkthroughs or instructional rounds. Although peer observations have been conducted in the past, they have not been implemented in the last year or two, leaving patterns in classroom practice largely unexplored outside of district-provided feedback.			
How it will look when fully met:	With full implementation of Indistar Indicator C2.01, Northeastern Randolph Middle School (NERMS) would have a highly systematic and proactive approach to using data to drive school improvement and professional development. All school performance data—including EOY proficiency, EVAAS growth, NC Check-Ins, i-Ready diagnostics, FAM-S, and district assessment data—would be regularly analyzed in both aggregate and disaggregated forms. Patterns across student subgroups, grade levels, and content areas would be identified to inform precise instructional adjustments and interventions. Teachers would routinely use this data to plan differentiated instruction, small group work, and reteaching, ensuring every student's needs are addressed consistently.		**Jamie Davis**	**06/09/2028**

	In addition to student performance data, classroom observation data would be collected systematically through multiple sources, such as peer observations, formal and informal walkthroughs, and instructional rounds. This observation data would be analyzed for trends in instructional practice, allowing school leaders to pinpoint areas of strength and areas needing support. Importantly, this analysis would directly inform professional development decisions. Staff would engage in targeted professional learning based on identified patterns in both student learning and classroom practice, and the impact of professional development would be monitored through subsequent observations and student data. Collaboration would be a hallmark of full implementation. Data discussions would be routine in PLCs and leadership meetings, with teachers and administrators collectively interpreting data to make decisions. Data-driven planning would be transparent, systematic, and continuous, with clear links between data, instructional strategies, and professional development initiatives. Overall, full implementation would ensure that data is not just collected, but actively leveraged to drive meaningful instructional improvement, promote student growth, and strategically develop teacher capacity.			
Actions		**1 of 6 (17%)**		
9/5/25	Reinstitute regular peer observations with structured feedback forms aligned to instructional best practices.	Complete 05/15/2026	Robin Hevner	03/23/2026
Notes:	5/15/2026--We created a form for teachers to use for peer observations; teachers self-selected 1-2 other teachers to visit in the second semester			
9/5/25	Compile observation data in a shared format for analysis during leadership and PLC meetings.		Jamie Davis	11/24/2026
Notes:				
9/5/25	Identify instructional areas of need from both student performance and observation data.		Tonda Hinson (elected June 2025)	11/24/2026
Notes:				
9/5/25	Ensure that PLC meetings include structured time to review both student performance and observation data.		Robin Hevner	11/24/2026
Notes:				

9/5/25	Align professional development offerings to address identified needs, including targeted workshops, coaching, or PLC-led learning sessions.		Robin Hevner	06/09/2027
Notes:				
9/5/25	Develop guiding questions for teams to analyze trends, identify gaps, and plan interventions.		Robin Hevner	06/09/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**			
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Fall 2026 Northeastern Randolph Middle School has taken intentional steps toward implementing a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the needs of students across all tiers. Currently, NERMS has established a 40-minute enrichment block that runs at least two days per week. This time is specifically dedicated to both enrichment and remediation. The structure of this block was recently revamped to maximize effectiveness. Plans were created so that support staff take over regular classes for math and reading teachers on remediation/enrichment days. This allows math and reading teachers to pull small groups of students who require additional, targeted support. To monitor student progress and coordinate interventions, NERMS holds monthly MTSS team meetings. During these meetings, teachers and support staff review student data, discuss individual and small-group needs, and determine next steps for intervention.	Limited Development 09/05/2025		

	NERMS has been effective at addressing math deficits through this system. However, the school faces challenges in addressing foundational reading skills, particularly phonics and phonemic awareness. There is a lack of staff with expertise in teaching those skills, and EC teachers who have received some training in phonics programs are serving EC students during enrichment/remediation time. We need additional staff trained in those areas to support general education students who have significant reading deficits. While some teachers have implemented vocabulary work (root words, prefixes, and suffixes) to strengthen reading foundations, there is no cohesive, schoolwide approach to teaching these skills across grade levels and subject areas. The school also utilizes universal screeners through i-Ready three times per year. Data from these assessments, as well as the group recommendations and resources provided by i-Ready, are used to plan targeted instruction during the enrichment block. Overall, NERMS has developed a strong system for identifying and addressing student needs, particularly in math, but is still working toward a fully integrated, evidence-based, tiered instructional system for reading. Additional training, resources, and personnel will be necessary to ensure students receive systematic support for foundational literacy skills.			
How it will look when fully met:	At full implementation, Northeastern Randolph Middle School will have a fully developed, schoolwide tiered instructional system that ensures every student receives the level of support they need to master grade-level content and grow as a learner. Tier 1 – Core Instruction		**Adam Brown (Chair--elected August 2026)**	**06/09/2028**

	High-quality, evidence-based instruction is delivered consistently in every classroom across all content areas.			
	Lessons are differentiated to meet a wide range of student needs, using data from i-Ready and other assessments to inform planning.			
	Vocabulary, comprehension, and critical thinking strategies are embedded across the curriculum, with a schoolwide literacy framework guiding instruction.			
	Tier 2 – Targeted Small-Group Support			
	The enrichment block is fully optimized and protected time is guaranteed for small-group interventions.			
	Math and reading teachers consistently provide targeted, research-based interventions for students who are below grade level, with clear entry and exit criteria based on data.			
	A structured schoolwide program for foundational literacy skills (phonics, phonemic awareness, decoding, morphology) is implemented, with all teachers trained in its use.			

	Support staff, including EC and instructional coaches, are scheduled to participate in these sessions to expand capacity and reach more students. Tier 3 – Intensive Intervention Students with the most significant gaps receive intensive, individualized intervention with progress monitoring every 2–3 weeks. Staff with specialized training in reading interventions (such as Orton-Gillingham or other structured literacy programs) provide direct instruction to these students. Coordination between EC, ESL, and general education staff ensures seamless support for students with multiple needs. Data-Driven Decision-Making The MTSS team meets regularly (at least monthly) and uses a consistent problem-solving model to analyze data, monitor progress, and adjust interventions. Teachers are equipped with easy-to-use progress monitoring tools and receive ongoing professional development on interpreting data and modifying instruction.			

	Professional Learning and Capacity-Building All teachers and support staff receive training in evidence-based literacy and math interventions so that expertise is distributed throughout the building. Staff engage in ongoing PLC collaboration to share strategies, review data, and refine instruction across all tiers. Leadership monitors implementation fidelity and provides feedback to ensure consistency schoolwide. Student Growth and Engagement Students understand their own learning goals and are actively engaged in tracking their progress. Growth data from i-Ready, classroom assessments, and other measures reflect consistent improvement in both math and reading proficiency across all subgroups.			

	Students who are ready for enrichment opportunities engage in rigorous, meaningful extensions of learning, ensuring that every child — not just those below grade level — benefits from the tiered system.			
Actions		**3 of 9 (33%)**		
9/5/25	Finalize structured schedules for enrichment/remediation days to ensure consistent small-group pullouts for both reading and math.	Complete 10/06/2025	Robin Hevner	09/30/2025
Notes:	10/6/25--All three grade levels implemented a new plan for our Enrichment block; this new plan allows for core teachers to pull students for reading/math remediation while elective teachers and support staff deliver enrichment activities to the rest of the students or push in to support either remediation or enrichment groups; each grade level also has 1 of 2 support staff assigned to the grade level to pull additional students based on immediate need. Most student grouping were first based on i-Ready reading groupings. Teachers will reevaluate the groupings and make changes about every six weeks.			
9/5/25	Create clear student grouping criteria using i-Ready data, teacher input, and MTSS recommendations.	Complete 09/30/2025	Eliza Sanders (elected June 2025)	09/30/2025
Notes:	09/30/25--Grade level teachers met to look at data to make lists of students to pull for remediation groups. The original plan was for reading teachers to pull 10 students each and for math teachers to pull 10 students each while the rest of their classes were covered by elective teachers or support staff; however, the teachers took it a step further and grouped the rest of the students intentionally based on need and planned tasks for the elective teachers/support staff based on the enrichment needs of those groups.			
9/23/25	Within the 2025-26 school year, our ATSI school will implement the following evidence-based intervention: use of nonlinguistic representations to increase overall performance of our EC subgroup. EC teachers and content-area teachers will collaborate to model lessons using nonlinguistic representations, providing examples for other staff to replicate.	Complete 05/26/2026	Adam Brown (Chair--elected August 2026)	06/09/2026
Notes:	5-26-26--Teachers had students create and use visual representations for vocabulary and used graphic organizers, color coding, mental imagery to support comprehension and memory.			
9/5/25	Create a resource bank of evidence-based literacy practices and materials that all teachers can access for small-group planning.		Misty Keller (elected June 2025)	11/24/2026
Notes:				

9/5/25	Refine monthly MTSS team meeting protocols to ensure that every meeting results in clear action steps and progress monitoring plans.		Jamie Davis	11/24/2026
Notes:				
9/5/25	Develop grade-level intervention rosters based on i-Ready and classroom data to clearly identify which students receive Tier 2 and Tier 3 support.		Driggers	12/09/2026
Notes:				
9/5/25	Develop a common vocabulary routine (roots, prefixes, suffixes) for all grade levels, so students see consistent literacy reinforcement across subjects.		Misty Keller (elected June 2025)	06/09/2027
Notes:				
9/21/26	During the 2026-2027 school year, our ATSI school will implement the following evidence-based intervention: the ATSI school will intentionally analyze SWD subgroup data to identify positive performance trends, determine specific areas of need, and conduct a root cause analysis to determine factors contributing to subgroup performance gaps.		Jamie Davis	06/10/2027
Notes:				
9/21/26	During the 2026-2027 our ATSI school will implement the following evidence-based intervention designed to address the identified needs of the SWD subgroup: our school will participate in targeted professional development focused on inclusive instructional practices, data analysis and progress monitoring, effective co-teaching models, strategies to strengthen core instruction, and differentiated small-group instructional practices.		Jessica Oates (elected August 2026)	06/10/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**			
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Fall 2025 Professional Learning Communities (PLCs) at Northeastern Randolph Middle School meet weekly to collaborate and focus on standards-aligned instruction. Our teams have closely examined and unpacked the standards, broken them into component parts, and begun developing	Limited Development 09/05/2025		

	cross-curricular units at each grade level with an emphasis on building knowledge and implementing all aspects of the North Carolina Literacy Instruction Standards (NCLIS). We have also used EOG and EOC testing specifications to determine priority standards. At this time, each grade level has partially built a few cross-curricular units that connect ELA, science, and social studies. Elective teachers are intentionally engaged to support core instruction both within these cross-curricular units and across other instructional opportunities throughout the year. Math instruction, pacing guides, units, and unit assessments are provided by the district. However, we currently lack common summative assessments across all content areas and do not yet have a consistent unit structure that ensures daily lessons are fully aligned with standards, tasks, and summative assessments. While a guaranteed and viable curriculum is not yet fully in place, we are actively working toward this goal through continued PLC collaboration, cross-curricular unit development, and alignment efforts.			
How it will look when fully met:	When fully implemented, instructional teams at Northeastern Randolph Middle School will consistently develop, refine, and deliver standards-aligned units of instruction for each grade level and subject area. These units will be organized into a clear structure that includes: Learning Goals & Standards Alignment – Each unit will clearly identify priority standards, student-friendly learning targets, and knowledge goals, ensuring alignment across classrooms and grade levels.		**Robin Hevner**	**06/09/2028**

	Daily Lesson Plans – Lessons within each unit will include aligned tasks and instructional strategies at the appropriate level of rigor. Formative & Summative Assessments – Common formative assessments will be embedded within lessons, and common summative assessments will measure mastery of standards at the end of each unit. Pacing Guides – Units will include a shared pacing calendar to guarantee students equitable access to the full curriculum. Cross-Curricular Integration – ELA, science, and social studies will be intentionally connected within knowledge-building units, and elective teachers will contribute to reinforcing key concepts, literacy skills, and vocabulary. PLC Collaboration – Grade-level PLCs will meet regularly with structured agendas to plan, analyze student data, and refine units based on evidence of student learning. Guaranteed & Viable Curriculum – All students will receive a consistent, rigorous curriculum that builds content knowledge, supports literacy development, and ensures that essential standards are taught, assessed, and mastered across all classrooms. Evidence of this work will include completed unit plans for each content area and grade level, common assessments, documented PLC agendas and minutes, student work samples, pacing guides, and data analysis protocols that guide instructional adjustments.			

Actions		**2 of 5 (40%)**		
6/8/26	Find cross-curricular topics for each grade level to support integrated units.	Complete 12/12/2025	Adam Brown (Chair--elected June 2025)	12/12/2025
Notes:	12-12-2025--Grade level teachers found at least one cross-curricular topic from which to build an integrated unit or to refine an integrated unit from last year.			
6/8/26	Map out cross-curricular topics across each grade level.	Complete 09/21/2026	Adam Brown (Chair--elected June 2025)	10/06/2026
Notes:				
9/5/25	Establish a common unit template (including standards, learning targets, daily tasks, formative/summative assessments, pacing).		Dani Spaun (elected June 2025)	01/27/2027
Notes:				
9/5/25	Collaboratively develop at least one cross-curricular unit per grade level during first semester, including common summative assessment. The unit plans will include student resources for each lesson.		Robin Hevner	01/27/2027
Notes:				
9/5/25	Develop additional cross-curricular units during second semester, ensuring coverage of priority standards.		Robin Hevner	04/28/2027
Notes:				

RANDOLPH County School System

School: Northeastern Randolph Middle School

School Year: 2026-2027

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Teacher Grade 8 (Science/SS)	Adam Brown		
Secretary/Treasurer	Sara Cross		
Assistant Principal	Jamie Davis		
Counselor	Renee Driggers		
Media Specialist	Jack Embree		
Lead Teacher	Robin Hevner		
Teacher Grade 7 (ELA/SS)	Tonda Hinson		
Teacher Grade 6 (Math/Science)	Stephanie Hutchins		
Parent	Adam Keller		
Teacher Grade 7 (Science)	Misty Keller		
Teacher (Grade 6-8 Elective)	Lindsey Kivett		
Student Advocate/Classified	Carla McBee		
Teacher (EC)	Jessica Oates		
Teacher Grade 6 (Math/Science)	Danielle Pickard		
Principal	Carlina Revels		
Teacher Grade 8 (ELA/SS)	Dani Spaun		
Teacher (Grade 6-8 Elective)	John Walker		

NCStar/SIP Mandatory Components

School Name: Northeastern Randolph Middle School

School Year: 2026-2027

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

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

Duty-Free Instructional Planning

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

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

Transition Plan for At-Risk Students

- ✓ Elementary to Middle School
- ✓ Middle School to High School

Please describe the transition plan below.

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

Elementary to Middle School

We organize parent night on the middle school campus for parents of rising sixth grade students. We arrange for rising sixth graders to have tours with middle school students as tour guides. Fifth grade teachers complete data sheets and submit those to counselors who use the information for best scenario/best instructional fit scheduling. Additional needs are met through programs such as the clothes closet and back pack program.

Counselors and principal visit classrooms of fifth graders to discuss upcoming transition activities that are available and to discuss the sixth-grade registration process. Our band/chorus teacher will visit elementary feeder schools to educate fifth grade students about middle school band and chorus classes. Administration and student advocate review fifth grade attendance data and address concerns prior to entry or during early weeks of the school year.

Middle School to High School

Eighth grade students tour Providence Grove High School to acclimate themselves to new expectations. High school counselors meet with students at the middle school to instruct about course options. Eighth grade teachers counsel their students about course selections and approve honors offerings. The middle school student advocate shares MTSS notes (data/history/strategies attempted) with the high school. The middle and high schools share key positions such as the nurse and social worker so support personnel are familiar with students and their needs as they move to ninth grade and beyond. The athletic department will arrange Middle School Nights for our team to play at the high school to provide a connection to Providence Grove facilities, sports, coaches, and staff.

RANDOLPH
County School System

Ramseur Elementary School

School Improvement Plan

2026-2027

Ramseur Elementary 10/8/2026

Comprehensive Progress Report

Mission: Our mission is to create a safe and supportive learning environment that empowers students with rigorous and engaging educational opportunities.

Vision: To inspire and equip students to become independent critical thinkers who positively shape their world.

Goals:

2026-2027 Goal: Eliminate Opportunity Gaps

2026-2027 Goal: Improve School Performance

2026-2027 Goal: Increase Educator Preparedness to Meet the Needs of Every Student



! = Past Due Objectives KEY = Key Indicator

Core Function:			**Domain 1: Turnaround Leadership**			
Effective Practice:			**Practice 1B: Monitor short-and long-term goals**			
	KEY	**D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of September 2026, Ramseur ensures that resources and time are strategically aligned to student needs. The Media/Tech team, the Parent Engagement Team and the SIT Team, utilize data to inform purchasing decisions. The school's master schedule was created by the school's leadership team, and programs like EC, ESL, and AIG intentionally build their schedules around the master schedule to avoid interrupting essential grade-level instruction. Furthermore, dedicated supplemental and intensive support is provided through a full-time Interventionist and Reading Specialist. Classroom teachers and support staff also intentionality schedule small groups in reading, ensuring every minute is maximized and students' needs can be met.	Limited Development 09/22/2025		
How it will look when fully met:			2026-2027		**Angela Harris**	**06/10/2028**

	Ramseur's strategic resource alignment is not only established but self-sustaining and constantly refined. Various school-level based teams utilize disaggregated data to make all budget and purchasing decisions, intentionally focusing resources toward the most significant learning gaps. All specialized programs—EC, ESL, and AIG—implement flexible scheduling to provide precisely the right intervention and support outside of protected core instruction. Every minute and every dollar is demonstrably linked to an instructional outcome, creating a fluid, responsive system where all personnel, including the Interventionist and Reading Specialist, are mobilized exactly when and where the data indicates they are most needed. Evidence of completion include, agendas and meeting minutes from various school-level based teams, budget purchases aligned to underperforming subgroups, master schedule, EC, ESL and AIG schedule.			
Actions		**5 of 10 (50%)**		
9/28/25	Utilize Title I funds to purchase a reading intervention curriculum for the school's reading specialist and interventionist to use with students who require supplemental or intensive reading interventions.	Complete 12/10/2025	Kerry Sparks (elected 2024)	01/14/2026
Notes:	Imagine Sonday System			
9/28/25	Utilize Title I funds to purchase a reading curriculum for students and teachers in grades 2 to grade 5 to help improve student reading achievement.	Complete 12/10/2025	Sarah Kiser (elected 2021)	01/14/2026
Notes:	Scholastic Storyworks			
9/28/25	Utilize Title I funds to purchase chromebooks for students, to help maintain our 1-1 status for technology devices at Ramseur.	Complete 02/18/2026	Amity Robinson (elected 2023)	02/18/2026
Notes:				
9/28/25	Within the 2025-26 school year, our school identified the following resource inequity: accessible books for our newcomer students/EL subgroup. As a result, our school plans to mitigate this inequity by purchasing Spanish/Bilingual books for our students to access that match what is being learned in core instruction.	Complete 05/13/2026	Amity Robinson (elected 2023)	05/13/2026
Notes:	use Media/Tech funds - the Media Tech team will go through the purchasing process to determine what books/resources to purchase.			
9/28/25	Utilize Parent Engagement funds to purchase items for parent nights that can be used at home by our Spanish speaking families to improve the literacy and math skills of our EL students.	Complete 05/13/2026	Irene Parra	05/13/2026
Notes:				

8/23/26	During the 2026-2027 year, our ATSI school identified parent engagement as a resource inequity impacting our identified subgroup (EL Students). To address and reduce this inequity, the school will implement targeted strategies and allocate appropriate resources to provide parents with reading, math and communication resources.		Irene Parra (elected 2026)	12/09/2026
Notes:				
8/24/26	Allocate Title I funds to procure an evidence-based reading curriculum designed to strengthen tier-1 instruction and boost reading achievement for students in grades 2 through 5.		Sarah Kiser (elected 2021)	02/17/2027
Notes:	Purchase Storyworks Magazine for Grades 2-5 Purchase Scholastic News Magazine for Grades 2 and 3			
8/23/26	During the 2026-2027 year, our ATSI school identified teacher capacity as a resource inequity impacting our identified subgroup (EL Students). To address and reduce this inequity, the school will implement targeted strategies and allocate appropriate resources to provide teachers with high quality professional development.		Karri Stephenson	04/14/2027
Notes:				
8/23/26	During the 2026-2027 year, our ATSI school identified instructional resources as a resource inequity impacting our identified subgroup (EL Students). To address and reduce this inequity, the school will implement targeted strategies and allocate appropriate resources to provide the school's ESL teacher with instructional resources to use with EL students.		Hannah Dills (elected 2026)	05/26/2027
Notes:				
8/23/26	During the 2026-2027 year, our ATSI school identified bilingual books as a resource inequity impacting our identified subgroup (EL Students). To address and reduce this inequity, the school will implement targeted strategies and allocate appropriate resources to provide our media center with bilingual books that will be assessable to our EL students and families.		Beth Muir (elected 2025)	05/26/2027
Notes:				

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	As of September 2026, Ramseur is committed to using data as a driving force in our decision-making and continuous growth. We regularly gather and analyze information from a variety of sources, including student check-ins, mClass, i-Ready, and the Teacher Working Conditions Survey. These tools allow us to identify both strengths and areas for improvement in teaching, learning, and school culture. Through scheduled data meetings with administrators and lead teachers, we engage in thoughtful discussions about student performance and instructional practices. These collaborative conversations help us ensure that every decision is student-centered and responsive to real needs. Our leadership team reflects the diversity of our school community, ensuring multiple perspectives are considered as we plan, problem-solve, and set priorities. Data also guides the professional development we provide, ensuring that topics are timely, relevant, and aligned with both teacher needs and student success. Finally, we strategically align our resources—time, people, and funding—to meet the evolving needs of our school. In doing so, we create a culture where data is not just collected, but acted upon in ways that support growth for students, teachers, and our community as a whole.	Limited Development 09/01/2025		
How it will look when fully met:	2026-2027 Ramseur is a data-driven culture where every decision consistently reflects the needs of our students and staff. We discuss data monthly in PLCs, keeping student progress at the center of our collaborative work and allowing for timely adjustments to instruction. We incorporate classroom observational data intentionally, providing a fuller picture of teaching practices and student engagement beyond test results. We evaluate the impact of professional development, ensuring that the strategies and learning provided translate into meaningful classroom practice and improved student outcomes. In addition, we make use of student work samples as a source of authentic data, offering direct insight into student thinking, learning processes, and mastery of standards. Evidence of completion include, PLC agendas, classroom observational data, data analysis session minutes/agendas, and professional development evaluations.		**Karri Stephenson**	**06/10/2028**

Actions		**3 of 5 (60%)**		
9/24/25	Create an observation tool to collect data on instructional practices that is based on the RCSS Instructional Framework.	Complete 03/25/2026	Amity Robinson (elected 2023)	03/25/2026
Notes:				
9/24/25	Grade level PLCs will analyze aggregated data to pinpoint common strengths and areas for growth in instructional strategies, curriculum implementation, and classroom management.	Complete 05/13/2026	Sarah Kiser (elected 2021)	05/13/2026
Notes:				
9/28/25	Utilize Title I funds to provide substitutes for certified staff to attend various professional development sessions as determined by classroom observational data.	Complete 05/13/2026	Kayla Harrison (elected 2025)	05/13/2026
Notes:	6 substitutes			
9/16/26	Coordinate with district personnel to provide professional development for the school leadership team on interpreting and applying disaggregated student outcome data to drive instructional decision making.		Angela Harris	11/18/2026
Notes:				
9/16/26	Utilize disaggregated demographic and performance data to evaluate schoolwide strengths, identify learning gaps, and inform targeted instructional strategies.		Ashley Davis (elected 2025)	03/24/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**			
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of September 2026, Ramseur provides strong, equitable instruction for all students by ensuring that both whole group and small group teaching occur consistently in reading and math. We have built time into the master schedule for RAM, a daily block dedicated to	Limited Development 09/01/2025		

	remediation and enrichment, so that every student receives instruction tailored to their needs. Core instruction remains protected on the schedule to ensure high-quality teaching is not compromised. We strategically review student performance data to guide decisions about instruction and interventions. Using the standard treatment protocol provided by the district, we provide supplemental and intensive supports for students who need them, based on benchmark data. We use curriculum for reading and math interventions that are specified within the protocol. Progress monitoring in both reading and math allows us to adjust groups and target instruction in a timely manner, ensuring that interventions remain responsive and effective.			
How it will look when fully met:	2026-2027 Ramseur has a comprehensive support system in place for students, including academic, attendance and social-emotional support. We build a strong instructional foundation by increasing our capacity to meet the social-emotional needs of students, ensuring that they feel safe, connected, and supported in order to thrive academically. We recognize that consistent attendance is critical for learning. We develop strong systems of support, communication, and accountability to improve student attendance and engagement. Evidence of completion include, MTSS meeting agendas, lesson plans, and intervention groups (academic, attendance and social-emotional).		**Sarah Kiser (elected 2021)**	**06/10/2028**
Actions		**4 of 14 (29%)**		
9/10/25	Utilize Title I funds to purchase Zones of Regulation resources to aid in the expansion of our core SEL curriculum across the entire school.	Complete 02/18/2026	Bridgitte Sands (elected 2025)	02/18/2026
Notes:				
9/10/25	Within the 2025-26 school year, our ATSI school will implement the following evidence-based intervention to increase overall performance of the EL subgroup: Facilitate ESL teacher and content-area teacher collaboration and co-planning weekly.	Complete 05/13/2026	Taylor Ferko (elected 2024)	05/13/2026
Notes:				

9/28/25	Provide quarterly data analysis sessions for every teacher in grade 3, 4 and 5 (3x/year) to disaggregate math and ELA data and make instructional decisions based on that data.	Complete 05/13/2026	Karri Stephenson	05/13/2026
Notes:	Use Title I funds to secure substitutes for classroom teachers.			
9/22/25	Schedule support personnel (reading specialist and interventionist) to attend grade level CTTs four times/year to discuss student performance in intensive and supplemental support groups using reading and math data.	Complete 05/13/2026	Kerry Sparks (elected 2024)	05/25/2026
Notes:				
8/24/26	Provide a middle of the year data analysis session for every teacher in grade K-2 to disaggregate math and ELA MOY benchmark data, form small groups, and make instructional decisions based on the data.		Jessica White (elected 2025)	03/24/2027
Notes:	Use Title I funds for the substitutes			
8/24/26	Purchase an evidence-based reading intervention curriculum to provide targeted supplemental (Tier 2) and intensive (Tier 3) instruction for upper elementary students (Grades 4–5).		Ben Purvis (elected 2025)	05/26/2027
Notes:	Utilize Title I funds to purchase Imagine Sonday System 2 (Comprehension) for the school's reading specialist and interventionist. Utilize Title I funds to purchase Imagine Sonday System 2 Flash Card Bundles for the school's reading specialist and interventionist.			
8/24/26	Deliver structured, evidence-based reading intervention instruction to 4th and 5th-grade students needing Tier 2 (supplemental) or Tier 3 (intensive) reading support to accelerate literacy growth.		Ben Purvis (elected 2025)	05/26/2027
Notes:				
9/30/26	Enhance Tier 1 (core) Reading and Language Arts instruction across Grades 3–5 by partnering with an external ELA instructional coaching provider.		Mary Mason (elected 2026)	05/26/2027
Notes:				
9/30/26	Raise student proficiency in 4th Grade Mathematics and 5th Grade Science by partnering with District math and science coach to deliver job-embedded instructional coaching.		Ben Saunders (elected 2026)	05/26/2027
Notes:				
9/30/26	Implement a school-wide, "Fluency Flight Challenge" across Grades 2–5 to build math fact fluency and automaticity in addition, subtraction, multiplication, and division		Hannah Dills (elected 2026)	05/26/2027
Notes:				

9/30/26	Implement University of Florida Literacy Initiative (UFLI) Foundations as the primary core instructional tool across Pre-K through Grade 1. This initiative will deliver explicit, systematic phonics and phonemic awareness routines daily, ensuring early literacy mastery grounded in the Science of Reading.		Jessica White (elected 2025)	05/26/2027
Notes:				
8/23/26	During the 2026-2027 school year, Ramseur will intentionally analyze subgroup data to identify positive performance trends, determine specific areas of need, and conduct a root cause analysis to identify factors contributing to subgroup performance gaps.		Angela Harris	05/26/2027
Notes:				
8/23/26	Ramseur will implement evidence-based interventions designed to address the identified needs of the targeted subgroup (EL students). These interventions will include participation in targeted professional development focused on inclusive instructional practices, data analysis and progress monitoring, effective co-teaching models, strategies to strengthen core instruction, and differentiated small-group instructional practices.		Karri Stephenson	05/26/2027
Notes:				
8/24/26	Conduct structured data analysis sessions three times per year for all 3rd, 4th, and 5th-grade teachers, utilizing Title I funds for substitute coverage to enable deep disaggregation of Math, ELA, and Science data to guide data-driven instructional decisions.		Ashley Davis (elected 2025)	05/26/2027
Notes:	Use Title I funds to fund substitutes			

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**			
	KEY	**A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of September 2026, our school is committed to fostering a safe, supportive, and consistent learning environment through the implementation of Positive Behavioral Interventions and Supports (PBIS). We have established a school-wide behavior matrix that clearly defines expectations across all areas of the school. These expectations provide students with consistency and predictability, while also reinforcing positive behaviors in every setting.	Limited Development 08/17/2025		

	Teachers develop an individual classroom management plan each year that aligns with our school-wide framework. Additionally, classroom contracts are created in collaboration with students, ensuring ownership and shared responsibility for maintaining a respectful and productive learning environment. To address behavior consistently, our staff collaborated to design a major/minor behavior chart, which serves as a guide for responding to behaviors fairly and consistently across classrooms and settings. This shared system strengthens our school-wide culture by ensuring clarity and alignment among all staff. Social-emotional learning is a core component of our vision. We implement a school-wide SEL curriculum with a dedicated time in the master schedule to ensure students build the social-emotional competencies needed for success both inside and outside of school. In addition, we have established school-wide procedures for common areas (cafeteria, hallways, restrooms, playground, etc.) and have ensured that these procedures are implemented consistently by all staff. This shared ownership supports a safe, orderly, and positive school environment. Together, these practices demonstrate our commitment to creating a strong, supportive school culture where students can thrive academically, socially, and emotionally.			
How it will look when fully met:	2026-2027 We cultivate a positive, consistent, and supportive school culture where all students feel safe, respected, and empowered to learn. Through the implementation of PBIS, we ensure that behavioral expectations are taught, reinforced, and celebrated across all settings. Students experience clear and consistent expectations supported by positive reinforcement. Teachers strengthen classroom communities by creating management plans and contracts that align with our school-wide behavior matrix, while also focusing on building strong, respectful relationships with students. Staff engage in yearly professional development on behavior management strategies and receive individualized coaching and modeling of classroom management and relationship-building practices as needed, informed by both formal and informal walkthroughs.		**Mackenzie Rizzuto (elected 2026)**	**06/10/2028**

		Evidence of completion include, teacher management plans, office discipline referrals, professional development offerings, school-wide behavior matrix, PBIS system, and major/minor grid.			
Actions			**4 of 7 (57%)**		
9/10/25		Implement (including teaching about the space) a "regulation station" in every K-5 classroom across the school building.	Complete 10/29/2025	Ashley Davis (elected 2025)	10/29/2025
Notes:					
9/10/25		Provide professional development on de-escalation strategies for all staff.	Complete 10/29/2025	Jessica White (elected 2025)	10/29/2025
Notes:					
9/28/25		Purchase Teach Town Social Skills curriculum for supplemental behavior support.	Complete 02/18/2026	Beth Muir (elected 2025)	02/18/2026
Notes:		Use Title I funds to purchase Teach Town			
9/10/25		Provide professional development to all staff on the Zones of Regulation.	Complete 03/17/2026	Angela Harris	04/29/2026
Notes:		Use Title I funds to purchase zones of regulation digital subscription, zones of regulation posters, stories, 2nd edition teacher guides			
9/16/26		Refresh the PBIS reward and recognition program to strengthen student and staff commitment to positive behavior standards.		Mackenzie Rizzuto (elected 2026)	12/09/2026
Notes:					
9/16/26		Communicate the updated PBIS reward framework to all staff to establish shared expectations and drive schoolwide student and staff engagement.		Ben Purvis (elected 2025)	02/17/2027
Notes:					
9/16/26		Systematically launch and monitor the refreshed PBIS reward framework across all grade levels to ensure consistent staff implementation and increase student engagement with positive behavior expectations.		Mary Mason (elected 2026)	05/26/2027
Notes:					
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of September 2026, our school has established strong collaborative practices to support high-quality instruction. Teachers engage in weekly Professional Learning Community (PLC) time dedicated to planning units. These sessions provide opportunities for grade-level	Limited Development 08/17/2025		

	teams to align instruction, analyze student needs, and refine strategies. In addition, EC, AIG, and EL specialists attend planning each Tuesday with various grade levels, ensuring that the needs of all learners are considered and that diverse perspectives shape instructional planning. Daily instruction is grounded in small group teaching, allowing teachers to deliver targeted support and differentiation. Lesson plans are consistently created using a shared schoolwide template and are informed by data from benchmark assessments, ensuring alignment with standards and responsiveness to student performance trends. Teachers also maintain clear academic focus by posting daily learning targets, making expectations transparent for students and reinforcing accountability.			
How it will look when fully met:	2026-2027 Every student engages in rigorous and meaningful instruction designed through intentional collaboration and continuous reflection. Teachers design instructional units that integrate multiple high-quality resources and provide diverse pathways for students to demonstrate mastery, thereby ensuring equitable access and opportunities for success. Vocabulary development serves as a cornerstone of each unit, supporting comprehension and deepening content knowledge. Through targeted collaboration with EC, AIG, and EL specialists, planning reflects the needs of all learners, with teachers leveraging common rubrics to establish clear expectations and consistency in assessing student learning. Lesson design and delivery emphasizes increased instructional rigor, fostering critical thinking, creativity, and authentic application of skills. As part of an ongoing cycle of growth, teachers reflect on and refine instructional units over time, incorporating student performance data and teacher feedback to strengthen alignment, effectiveness, and impact. Evidence of completion include, lesson plans, units of instruction, CFAs, and formal and informal classroom walkthrough data.		**Ashley Davis (elected 2025)**	**06/10/2028**
Actions		**5 of 9 (56%)**		
9/10/25	Create a schedule for specialists (ESL, Reading Specialist, Interventionist, Media Specialist, PE teacher) to collaborate with grade levels on curriculum and instruction.	Complete 10/29/2025	Ben Purvis (elected 2025)	10/29/2025
Notes:				

9/28/25	Purchase a handwriting curriculum for 3rd grade students.	Complete 02/18/2026	Ashley Davis (elected 2025)	02/18/2026
Notes:	Use Title I funds to purchase Handwriting Without Tears Workbooks			
9/28/25	Purchase various digital curriculums to supplement classroom instruction in reading, math and science.	Complete 03/25/2026	Ben Purvis (elected 2025)	03/25/2026
Notes:	Use Title I funds to purchase IXL math, Generation Genius (science), Really Great Reading Tiles			
9/28/25	Purchase live science materials for 2nd grade to help support the life-cycle science unit.	Complete 04/29/2026	Mayra Saavedra (elected 2024)	04/29/2026
Notes:	Use Title I funds to purchase butterfly kids for 2nd grade classrooms.			
9/28/25	Provide quarterly planning sessions for each grade level (3/year) to unpack ELA, math and science standards and plan lessons based on those standards.	Complete 05/13/2026	Angela Harris	05/13/2026
Notes:	Use Title I funds to secure substitutes for the grade level teachers.			
8/24/26	Purchase an evidence-based handwriting curriculum to build foundational fine motor skills, legibility, and cursive fluency for all 3rd-grade students.		Ashley Davis (elected 2025)	12/09/2026
Notes:	Utilize Title I funds to purchase Handwriting Without Tears student workbooks for all 3rd grade students.			
9/30/26	Audit current and upcoming ELA instructional units across Grades 3–5 to evaluate alignment with North Carolina End-of-Grade (EOG) specifications, standard weightings, and depth of knowledge (DOK) levels.		Jessica White (elected 2025)	05/26/2027
Notes:				
8/24/26	Utilize Title I funds to provide full-day substitute coverage for grade-level teams and Exceptional Children (EC) teachers three times per year to unpack ELA, Math, and Science standards and design standards-aligned instructional units.		Mackenzie Rizzuto (elected 2026)	05/26/2027
Notes:	Utilize Title I funds to secure substitutes for grade level teachers.			
8/24/26	Purchase hands-on science materials to enhance core science concepts and deepen student understanding across K–5.		Hannah Dills (elected 2026)	05/26/2027
Notes:	Utilize Title I funds to purchase LEGO Education Science Classroom Bundle for K-2 and 3-5. Utilize Title I funds to purchase butterfly kits for 2nd grade. Utilize Title I funds to purchase various items to support the implementation of Discovery Ed. Tech Book.			

RANDOLPH County School System

School: Ramseur Elementary

School Year: 2026-2027

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Principal	Angela Harris		
Assistant Principal	Karri Stephenson		
Lead Teacher	Sarah Kiser		
Classified Rep.	Leah Ray		
Certified Rep.	Irene Parra		
Specials Rep.	Ben Saunders		
School Counselor	Beth Muir		
Kindergarten Rep.	Ben Purvis		
1st Grade Rep.	Jessica White		
2nd Grade Rep.	Hannah Dills		
3rd Grade Rep.	Ashley Davis		
4th/5th Grade Rep.	Mackenzie Rizzuto		
Parent Rep.	Marie Duke		
EC Rep.	Mary Mason		

RANDOLPH County School System

NCStar/SIP Mandatory Components

School Name: Ramseur Elementary

School Year: 2026-2027

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Due to student needs, teachers are required to be present during the lunch period. Resources are not available to supply duty-free lunch for teachers on a daily basis. The school improvement team plans a duty-free lunch for all classroom teachers at least once/month.

Duty-Free Instructional Planning

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

Resources are used to provide teachers with planning time during the instructional day. Master schedules have been developed with the priority of maximizing instructional time and providing collaborative planning time. The schedule includes time for collaborative team time each week while students are attending special's classes. We also have collaborative team time after dismissal once per week. Teachers receive approximately three hours and forty-five minutes of instructional planning every week that occurs during the instructional day.

Transition Plan for At-Risk Students

X Elementary to Middle School

☐ Middle School to High School

Please describe the transition plan below.

To transition from pre-kindergarten to kindergarten, our pre-kindergarten students attend music, media, art and physical education classes during the school year. Additionally, these students visit kindergarten classrooms towards the end of the school year to help with transitioning to kindergarten. From second to third grade, teachers focus on fostering independence and responsibility in all areas of the classroom. Second grade students are held accountable for testing procedures and strategies that will be required in third grade. To transition from elementary to middle school, our fifth grade students visit our feeder middle school to tour and learn about the elective options that are available. Once a year during the spring, Ramseur Elementary hosts a Transition Parent Night for all students including incoming kindergarten students. During the event,

families learn how to end the year strong and make a smooth transition to the following grade. Students and parents meet with teachers from their current grade level as well as the upcoming grade level. Southeastern Randolph Middle School representatives also attend to inform incoming sixth grade students and parents of expectations and answer any questions.

RANDOLPH
County School System

Randleman Elementary School

School Improvement Plan

2026-2027

Comprehensive Progress Report

Mission: Randleman Elementary's mission is to create a learning community where all students will grow to become responsible citizens with 21st Century Skills, prepared for the college and career of their choice.

Vision:

Randleman Elementary School will actively create and foster a culture of excellence by creating and sustaining curriculum and instructional practices that lead to high quality learning for all students.

All students will receive standards aligned curriculum and instruction from highly qualified staff members throughout the school on a daily basis.

All staff members will be provided and participate in high quality professional development opportunities to increase educator capacity.

All certified staff will embrace a cycle of continuous instructional improvement through the use of data, collaboration, and instructional support

All students will participate in regular opportunities and experiences in order to Foster student social and emotional wellness

Goals:

Eliminate opportunity gaps.

Improve school performance

Increase educator preparedness to meet the needs of every student.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025 - 2026	Limited Development 05/14/2025		

	The school's Leadership Team has begun to build a more data-informed decision-making process by taking the following steps: Establishing Regular Data Meetings The Leadership Team now meets regularly to review student performance data, including benchmark assessments, common formative assessments, and attendance records. Creating Data Dashboards The school has developed internal dashboards that display assessment performance trends by grade level, classes, and individual students. These dashboards are reviewed during leadership meetings to identify areas needing improvement. Aligning PD with Emerging Needs Based on initial conversations, the school has begun offering targeted professional development sessions. Building Staff Engagement with Data Grade-level team leads are beginning to engage teachers in reviewing their own student data and setting instructional goals during PLC meetings. This effort is helping to build a data-conscious culture across the school. Developing a Schoolwide Improvement Focus The Leadership Team has drafted a set of improvement priorities for the year (e.g., improving reading scores in grades 3–5) that are explicitly linked to their data reviews.			

How it will look when fully met:	2025-2026 The school's Leadership Team meets regularly to review data about student performance and classroom observations. They use this information to make decisions about how to improve the school and what kind of training teachers need. The team looks for patterns in the data to find what's working and what needs to improve. Based on this, they plan focused professional development to help teachers grow. Teachers are involved in looking at data too, often during team or PLC meetings, so everyone is working together toward clear goals. Data is used in a positive way to support improvement, not to judge, and it becomes a regular part of how the school operates. This leads to better teaching and better outcomes for students.		**Shawn Shoptaw**	**06/15/2028**
Actions		**0 of 3 (0%)**		
5/14/25	Create and maintain a calendar for the Leadership Team to meet (e.g., biweekly or monthly) to review student performance data and aggregated classroom observation data.		Shawn Shoptaw	10/15/2026
Notes:				
5/14/25	Create and consistently use a walkthrough or observation tool to collect data on instructional practices across all classrooms. Ensure observations are documented and results are aggregated to identify school-wide patterns.		Shawn Shoptaw	12/15/2026
Notes:				
5/14/25	Use the trends from performance and observation data to plan targeted professional development sessions. Ensure that PD topics directly address identified areas for improvement in teaching and learning.		Shawn Shoptaw	12/31/2026
Notes:				

Core Function:			**Domain 3: Instructional Transformation**		
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**		
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Summer 2025	Limited Development 05/14/2025		

	Our school is actively working to strengthen its tiered instructional system by building consistency and structure across all grade levels. Teachers are implementing Tier I core instruction using evidence-based strategies aligned with state standards, and universal screeners are being used to identify students in need of additional support. Tier II interventions have been introduced in small group settings during designated intervention blocks, and staff are using progress monitoring tools to track student growth. While Tier III supports are still being refined, intervention teams are beginning to meet regularly to review data and adjust instruction based on student response. Professional development has been provided on differentiating instruction and using data to group students effectively. These efforts reflect the school's growing capacity to meet students' individual needs through a more intentional, data-driven multi-tiered system of support (MTSS).			
How it will look when fully met:	2025-2026 The school has a well-established, data-driven tiered instructional system that ensures all students receive instruction aligned to their individual needs. Core Tier I instruction is consistently high-quality and evidence-based across all classrooms, effectively meeting the needs of most students. Students who require additional support are quickly identified through universal screeners and ongoing assessments, and they receive targeted Tier II interventions in small groups. For students with more intensive needs, Tier III interventions are individualized, research-based, and delivered with fidelity by trained staff. Intervention teams meet regularly to review progress monitoring data, adjust instruction, and ensure interventions are effective. Teachers are fully trained in using the tiered system, and staff collaborate closely with clear procedures in place for identifying, supporting, and tracking students at every tier. As a result, the school provides timely and effective academic and behavioral support to all learners, helping every student succeed.		**Shawn Shoptaw**	**06/15/2028**
Actions		**0 of 3 (0%)**		
5/14/25	Provide professional development to ensure all teachers implement high-quality, evidence-based instructional strategies in Tier I that are aligned to state standards and meet the needs of most students.		Shawn Shoptaw	06/15/2027
Notes:				
5/14/25	Create a clear, schoolwide intervention schedule and process. Define and document the evidence-based interventions used at Tier II and Tier		Shawn Shoptaw	06/15/2027

	III, and ensure staff are trained to deliver them effectively and with fidelity.			
Notes:				
5/14/25	The MTSS team will meet regularly to review academic and behavioral data, discuss student progress, and make informed decisions about movement between tiers and adjustment of interventions.		Shawn Shoptaw	12/31/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**			
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025-2026 Our school is in the early stages of developing standards-aligned units of instruction. Instructional Teams have begun meeting during PLCs, but their focus is primarily on weekly lesson planning with some full unit development. Some teachers are referencing state standards in their planning, but there is limited consistency in how those standards are unpacked or used to guide instruction across grade levels and subjects. While pacing guides are available, they are not always followed or aligned with assessments. Professional development on creating standards-aligned units has been minimal so far, and most teams are still working independently rather than collaborating on shared units. The school is beginning to recognize the need for more structured support and guidance to move this work forward.	Limited Development 05/14/2025		
How it will look when fully met:			2025-2026 Instructional Teams consistently develop and implement standards-aligned units of instruction for each subject and grade level. These units are carefully planned using the state standards as a foundation, with clear learning objectives, instructional strategies, and assessments aligned to those standards. Teachers collaborate regularly during PLCs to create and refine units, ensuring vertical and horizontal alignment across grade levels and subjects. Pacing guides are consistently followed, and formative assessments are embedded throughout the units to monitor student progress. Units are designed with a backward approach, starting from the desired outcomes and working backward		**Shawn Shoptaw**	**06/15/2028**

	to plan the most effective instructional practices. The school provides ongoing professional development to support teachers in developing and refining these units, ensuring that all instruction is rigorous, cohesive, and aligned with standards. As a result, students receive consistent, high-quality instruction that is aligned with state expectations.			
Actions		**0 of 5 (0%)**		
5/14/25	Create dedicated time during PLCs or other team meetings for teachers to collaboratively plan and develop standards-aligned units of instruction. Ensure that teams work together across grade levels and subjects to ensure alignment.		Katie McMichael	06/15/2027
Notes:				
5/14/25	Develop and implement pacing guides that outline when each standard should be taught throughout the year to ensure consistency across grade levels and use data to adjust to students' needs. Title I funds will be utilized to purchase digital resources to aid in this.		Shawn Shoptaw	06/15/2027
Notes:				
12/4/25	Design and host a series of family engagement nights funded by Title I funds that focus on strengthening families' understanding of grade-level expectations and student learning needs. Events will provide parents with tools, resources, and hands-on learning activities aligned to identified academic gaps, enabling families to support learning at home and contribute to improved student outcomes.		Katie McMichael (permanent)	06/15/2027
Notes:	Funded by Title I funds			
12/17/25	Integrate technology into English Language Arts instruction to enhance student engagement, literacy skills, and access to grade-level content. Teachers will use digital tools and instructional platforms to support reading, writing, vocabulary development, and differentiated instruction. Technology will be used to provide timely feedback, monitor student progress through data collection, and support individualized learning needs while ensuring alignment with standards and instructional goals.		Katie McMichael (permanent)	06/15/2027
Notes:				
12/17/25	Utilize Title I funds to support the involvement of the reading specialist during structured planning to assist teachers with instructional alignment and literacy strategies. The interventionist will use Title I support to help gather, analyze, and support the use of student data to inform instructional decisions across the school. Additionally, the lead		Shawn Shoptaw	06/15/2027

	teacher, supported through Title I resources, provides daily instructional support to teachers, facilitates weekly PLC meetings with all grade levels, conducts structured planning sessions once a week with each grade, and serves as the school's testing coordinator to ensure alignment between instruction, assessment, and pacing while maintaining flexibility to address student needs.			
Notes:				

RANDOLPH
County School System

School: Randleman Elementary School

School Year: 2026-2027

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Parent Representative	April Anderson		
Lead Teacher	Katie McMichael		
Media Specialist	Ashley Garbarz		
Reading Teacher	Julie Perdue		
Kindergarten Teacher	Megan Peters		
1st Grade Teacher	Tania Blossom		
2nd Grade Teacher	Miranda Byington		
3rd Grade Teacher	Polly Byrd		
4th Grade Teacher	Gracie Cullop		
AIG Teacher	Cheri Cole		
ESL	Caroline Nobles		
Special Education	Kelly Hooker		
Instructional Assistant	Laurel Rush		
Guidance Counselor	Jennifer Samulski		
TA	Tabitha Farmer		
Tresurer	Stacey Coffey		
Specials	Megan Clapp		
Assistant Principal	Krista Gurgainus		
Principal	Shawn Shoptaw		

NCStar/SIP Mandatory Components

School Name: Randleman Elementary School

School Year: 2026-2027

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Duty-free lunch will be provided for all teachers throughout the year by PTO/other staff.

Duty-Free Instructional Planning

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

Instructional staff have planning time every day for 55 minutes during the day and prior to the start of the instructional day (7:30-8:00) for a total of 7 hours.

Transition Plan for At-Risk Students

X Elementary to Middle School

☐ Middle School to High School

Please describe transition plan below.

In the Spring of each school year, the teachers of fourth-grade students complete a student summary page for all students, which includes specific information such as their academic, social, and emotional profile. In addition, the transition from fourth to fifth grade is eased with transition nights at Randleman Middle School, allowing them to share important information and answer questions for students. During the Title I Transition parent night, parents and students are provided with opportunities to interact with the curriculum and expectations for the upcoming year. For all students who are identified as EC, the middle school EC teacher attends the student's transitional IEP meeting and amends the IEP to reflect the student's needs.

RANDOLPH
County School System

Randleman Middle School

School Improvement Plan

2026-2027

Comprehensive Progress Report

Mission: **T**ogether, we **I**nstill **G**rowth, **E**quity, **R**esponsibility, & **S**uccess

Vision: The vision of Randleman Middle School is to nurture all students in an inclusive and equitable learning environment through positive collaborative relationships, high expectations, and encouragement to develop independent, motivated learners.

Goals:

2026-2027 GOAL: Eliminate opportunity gaps

2026-2027 GOAL: Improve School Performance

2026-2027 GOAL: Increase Educator Preparedness to meet the needs of every student.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2026-2027 Randleman Middle School is intentional in aligning the allocation of money, time, and human resources with its instructional priorities to ensure that all students have access to high-quality learning opportunities. Funding is strategically directed toward classroom instruction, intervention programs, and the integration of technology that enhances student engagement and achievement. Time is allocated to prioritize collaborative planning, data-driven instruction, and professional development that directly support improved teaching and learning. In addition, resources are devoted to addressing the social and emotional needs of both students and staff, recognizing that	Limited Development 10/01/2023		

	academic success is strengthened when individuals feel supported, safe, and valued. This balanced approach to resource allocation ensures that the school's instructional priorities remain at the forefront, while also fostering a positive and supportive culture that promotes growth and development.			
How it will look when fully met:	2026-2027 Upon full implementation, resource allocation at Randleman Middle School will clearly reflect a comprehensive focus on overall school improvement. This intentional approach ensures that funding, time, and human resources are strategically allocated to enhance both student achievement and the social-emotional well-being of students and staff. The principal will play a central role in identifying, aligning, and mobilizing the necessary personnel, instructional supports, professional learning opportunities, and community partnerships to meet established school improvement goals. Time will be structured to allow for collaborative planning, data analysis, and professional growth, while financial resources will be allocated toward instructional materials, intervention programs, and social-emotional supports. Partnerships with families and the broader community will also be cultivated to strengthen available resources and expand opportunities for students. This comprehensive alignment of resources demonstrates a strong commitment to addressing the whole child and fostering a supportive environment that prioritizes academic and personal growth.		**Holly Grissom (elected 2026)**	**06/10/2028**
Actions		**15 of 18 (83%)**		
10/1/23	State instructional funds will be used to improve student achievement in core content classes.	Complete 06/10/2026	Holly Grissom	06/08/2026
Notes:				
10/1/23	During the 2025-2026 school year, our school identified a need for additional professional development. As a result, we plan to address this need by allocating local funds and collaborating with the district as needed to provide professional learning support for teachers. The professional development will cover all academic areas. Substitutes will be paid through Title 1.	Complete 06/08/2026	Holly Grissom	06/09/2026
Notes:				

11/19/24	Based on previous EOG testing data in math, resources will be provided for staff to supplement and support the building of a strong foundation for algebraic studies which is essential for success in Algebra/Math 1Class. Delta Math will be purchased through the use of Title 1 Funds.	Complete 06/10/2026	Dawn Jenkins (Elected 2024)	06/10/2026
Notes:				
5/14/25	Within the 2025-2026 school year, our ATSI school will implement the following evidence-based intervention of utilizing a math and ELA tutor to increase the overall performance of Students with Disabilities.	Complete 06/10/2026	Mark Dougherty	06/10/2026
Notes:				
10/30/25	Based on previous EOG testing data in science for grades 5 and 8, resources will be provided for staff to supplement and support the building of a strong foundation for science which is essential for success in class and on the EOG. Grades 6 and 7 will also have access to Generation Genius. This resource will be paid through Title 1 funds.	Complete 06/10/2026	Dawn Jenkins	06/10/2026
Notes:				
10/30/25	Resources will be provided for staff to supplement and support the building of a strong foundation for vocabulary in all content areas through the use of Flocabulary. All grade levels have access to Flocabulary. Title 1 Funds will be used to purchase this technology resource.	Complete 06/10/2026	Dawn Jenkins (Elected 2024)	06/10/2026
Notes:				
10/30/25	Based on previous EOG testing data in Math, ELA, and Science, resources will be provided for staff to supplement and support the building of a strong foundation for all subject areas. Gimkit is accessible to all teachers in each grade level. Gimkit will be paid for through Title 1 Resources.	Complete 06/10/2026	Dawn Jenkins (Elected 2024)	06/10/2026
Notes:				
10/30/25	Based on previous EOG testing data in Math, ELA, and Science, resources will be provided for staff to supplement and support the building of a strong foundation for all subject areas. EdPuzzle are accessible to all teachers in each grade level. EdPuzzle will be paid for through Title 1 Resources.	Complete 06/10/2026	Dawn Jenkins (Elected 2024)	06/10/2026
Notes:				
11/24/25	During the 2025-2026 school year, RMS will schedule four Parent Engagement Nights. The events will be held on October 8th (Tech or Treat: Tools for Student Success), December 10th (Unwrapping the	Complete 06/10/2026	Holly Grissom (Elected 2024)	06/10/2026

	Mysteries of STEM), February 9th(Love, Letters, and Legacies), and April 22nd (The Next Chapter in Full Bloom). Title 1 Funds will be used to purchase STEM items for February 9th and Chapter books for each student for February 9th.			
Notes:				
2/27/26	Title 1 Funds will be used to send six teachers to the Middle School Conference. Teachers from 5th, 6th, 7th, and 8th grade will attend.	Complete 06/10/2026	Holly Grissom (Elected 2024)	06/10/2026
Notes:				
2/27/26	Title 1 Funds will be used to send five staff members to the Middle School Conference. Teachers from 5th, and 7th grade will attend as well as the school administrator.	Complete 06/10/2026	Holly Grissom (Elected 2024)	06/10/2026
Notes:				
2/27/26	Title 1 Funds will be used to purchase science tables for the science teachers.	Complete 06/10/2026	Holly Grissom (Elected 2024)	06/10/2026
Notes:				
2/27/26	Title 1 Funds will be used to purchase four Lenove laptops due to expired warranties.	Complete 06/10/2026	Holly Grissom (Elected 2024)	06/10/2026
Notes:				
2/27/26	Title 1 Funds will be used to send six teachers to the Middle School Conference. Teachers from 5th, 6th, 7th, and 8th grade will attend. Staff will stay at the Sheraton Charlotte Hotel for two nights.	Complete 06/10/2026	Holly Grissom (Elected 2024)	06/10/2026
Notes:				
2/27/26	Title 1 Funds will be used to send four teachers to the NC TIES Conference. Staff will stay at the Hotel Residence Inn in Raleigh.	Complete 06/10/2026	Holly Grissom (Elected 2024)	06/10/2026
Notes:				
8/20/26	During the current school year, our school identified professional development associated with teacher strategies for students with disabilities as a resource inequity affecting the identified subgroup. To address and reduce this inequity, the school will participate in professional development from NC Peak and will implement targeted strategies learned from the professional development. The resources utilized will come from NC PEAK.		Holly Grissom (elected 2026)	06/10/2027
Notes:				
9/30/26	Within the 2026-27 school year, our school identified a lack of core data analysis for our black subgroup. As a result, our school plans to		Holly Grissom (elected 2026)	06/10/2027

	mitigate this inequity by implementing dedicated time during PLCS to track and analyze data.			
Notes:				
10/7/26	During 2026-2027, our ATSI school identified the following resource inequity for black subgroups: the tendency of staff to focus more on student challenges than on their strengths. As a result, our school plans to mitigate this inequity by providing targeted professional development on strengths-based instructional practices.		Holly Grissom (elected 2026)	06/10/2027
Notes:				

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2026-2027 The Randleman Middle School Leadership Team is composed of elected grade-level and elective representatives, counselors, a lead teacher, and a chair, with membership renewed annually by staff vote. The team meets monthly to review multiple data sources and plan next steps for school improvement. Student performance data—including universal screeners, diagnostics, benchmarks, and common formative assessments—is collected, disaggregated by subgroup, and analyzed to identify trends, gaps, and areas requiring targeted support. Aggregated classroom observation data is also reviewed to assess instructional practices and highlight strengths and areas for growth. By combining both student outcome data and instructional practice data, the team identifies priority areas for focus. It ensures that professional development is directly aligned to student learning needs and teacher growth opportunities. Resources are allocated strategically to support these identified priorities, including the integration of ERG coaching in ELA and Math to provide individualized support for teachers. Decisions are regularly revisited, with progress monitored through ongoing reviews of data and classroom practices. Sustained dialogue in Leadership Team meetings ensures that improvement	Limited Development 05/14/2025		

	strategies remain a consistent focus and that adjustments are made as needed to support long-term student achievement.			
How it will look when fully met:	2026-2027 The Leadership Team is a collaborative unit composed of elected and appointed members who meet regularly, following clear protocols that ensure focused and productive work. In every meeting, the team reviews disaggregated student performance data to identify trends, address equity gaps, and set measurable schoolwide goals. Aggregated classroom observation data is analyzed alongside achievement data to reveal patterns in instructional practice, ensuring that both student outcomes and teaching strategies inform decision-making. By combining these data sources, the team identifies targeted professional development priorities that address immediate needs while building long-term instructional capacity. Resources are allocated strategically to support these priorities, ensuring alignment between school improvement goals and available supports. The team monitors the implementation and impact of professional development through follow-up observations, progress monitoring, and teacher feedback, adjusting supports as needed. As a result, staff engage in professional learning that is directly connected to student needs, teachers feel confident in analyzing and applying data, and instructional practices are continuously refined. This cycle of review, action, and reflection is deeply embedded in the school's culture, sustaining meaningful improvements in teaching and learning over time.		**Cora Moua (elected 2025)**	**06/10/2028**
Actions		**4 of 6 (67%)**		
5/14/25	Develop meeting protocols ensuring focused, data-driven discussions.	Complete 09/09/2025	Cora Moua (Elected 2025)	09/01/2025
Notes:				
9/10/25	Adjust resources and supports based on progress monitoring results.	Complete 05/06/2026	Holly Grissom	03/01/2026
Notes:				

9/10/25	Implement measurable schoolwide goals based on data trends.	Complete 05/06/2026	Dawn Jenkins	03/30/2026
Notes:				
5/14/25	Create a calendar for monthly data and observation reviews.	Complete 09/01/2025	Martha Anderson (Elected 2025)	09/01/2026
Notes:	An observation schedule was shared with all staff members for the 2025-2026 school year.			
9/30/26	Math, ELA, Science, and Social Studies teachers will participate in monthly district wide, collaborative PLC meetings. Formal and informal data will be examined and used to determine school improvement needs.		Crissie Weeks (elected 2026)	06/10/2027
Notes:				
9/30/26	PLC Meetings have been designed with a different focus each week: MTSS, Data Analysis, and Instructional Planning. MTSS, Data Analysis, and Instructional Planning weeks will use the RCSS Instructional Framework as a foundation for school improvement discussion and planning.		Dawn Jenkins (elected 2024)	06/10/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**			
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2026-2027 Randleman Middle School is working toward a fully developed Multi-Tiered System of Support (MTSS) that addresses the academic, behavioral, emotional, and attendance needs of our students. Tier I instruction is improving and increasingly responsive to the diverse cultural, linguistic, and learning needs of students. Teachers provide differentiated lessons using evidence-based strategies, though staff continue to refine alignment and consistency across classrooms. Tier II supports are offered through supplemental instruction and targeted interventions, though teachers are seeking more explicit guidance on selection, frequency, and progress monitoring. Tier III services are delivered through remediation and separate settings; ongoing professional learning is needed to strengthen fidelity and effectiveness.	Limited Development 07/16/2025		

	Student placement in tiers is guided by diagnostic assessments, formative and summative data, classroom performance, and check-in measures; however, processes for deeper analysis are still in development. Collaboration among general educators, specialists, and support staff occurs but requires more systematic structures for collective data review, shared problem-solving, and evaluation of interventions. Equity and access remain central priorities as we refine practices to align with state MTSS expectations and federal requirements			
How it will look when fully met:	2026-2027 Randleman Middle School operates a clearly defined and fluid Multi-Tiered System of Support (MTSS) that addresses academic, behavioral, emotional, and attendance domains with fidelity. Tier I instruction is rigorous, differentiated, and evidence-based, ensuring equitable access for all students. Tier II and Tier III supports are layered seamlessly, with student placement and movement determined through reliable universal screening, diagnostics, and ongoing progress monitoring. Teachers and support staff consistently use research-based strategies across all tiers, and intervention plans are implemented and monitored with clear entry and exit criteria. Collaborative planning is embedded in PLCs, vertical teams, and cross-department meetings, where general education, EC, AIG, ML, and support staff analyze data, align instructional practices, and problem-solve together. Professional development is ongoing, equipping staff with the skills and tools to deliver tiered supports and sustain implementation. Interventions, resources, and services are equitably distributed, aligned with CSI/ATSI expectations, and responsive to subgroup data. Evidence of full implementation includes PLC agendas and minutes, data team protocols, student progress monitoring reports, intervention logs with fidelity checks, professional development records, tiered instruction schedules, and artifacts demonstrating equitable access across subgroups.		**Lindy Kirkman (elected 2025)**	**06/10/2028**

Actions		4 of 6 (67%)		
9/10/25	Create schoolwide data review protocols for PLC meetings.	Complete 05/06/2026	Dawn Jenkins	12/31/2025
Notes:				
7/16/25	Develop consistent Tier II/III intervention selection guidelines.	Complete 12/09/2025	Lindy Kirkman (Elected 2025)	06/05/2026
Notes:	Lindy Kirkman has submitted an artifact that addresses intervention strategy selection for Tiers II and III.			
9/10/25	Adjust tiered supports based on subgroup data and outcomes.	Complete 05/04/2026	Lindy Kirkman (Elected 2025)	06/05/2026
Notes:	Lindy Kirkman has submitted an artifact that addresses intervention strategy selection for Tiers II and III.			
9/30/25	Within the 2025-26 school year, our ATSI school will implement the following evidence-based interventions: NCPEAK trainings on Inclusive Practices, Data and Progress Monitoring, and Co-teaching Best Practices; and Phonics Boost, HD Word, SIM Strategies, HillRAP, Hands-On Equations, 95 Phonics (5th grade), Morpheme Magic, and Multisyllable Word Routine to increase the overall performance of our Black and SWD subgroups.	Complete 05/06/2026	Megan Alford (Elected 2025)	06/07/2026
Notes:				
9/30/26	Within the 2026-27 school year, our ATSI school will implement the following evidence-based interventions: NCPEAK trainings on Inclusive Practices, Data and Progress Monitoring, and Co-teaching Best Practices; and Phonics Boost, HD Word, SIM Strategies, HillRAP, Hands-On Equations, 95 Phonics (5th grade), Morpheme Magic, and Multisyllable Word Routine to increase the overall performance of our Black subgroup.		Megan Alford (elected 2025)	06/10/2027
Notes:				
8/20/26	During the 2026-2027 school year, our ATSI school will implement the following evidence based intervention: literacy strategies such as Boost, HD Word, and 95 Phonics to increase the overall performances of the SWD subgroup.		Megan Alford (elected 2025)	06/20/2027
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:	2026-2027 Instructional teams at Randleman Middle School meet weekly in grade-level meetings, with administration and the lead teacher present, to establish norms, analyze data, and refine instructional practices. Units of instruction are designed to align with pacing guides and state standards, while allowing teachers flexibility to incorporate their instructional approaches. Vertical and horizontal alignment is monitored through lesson plans and walkthroughs, ensuring consistency across grade levels and content areas. Teams collaboratively design Common Formative Assessments (CFAs) to measure mastery of standards, provide consistency in expectations, and generate data to guide instructional adjustments. Planning intentionally includes EC and EL specialists, who contribute strategies to support students with disabilities, English learners, and diverse learners, ensuring that unit objectives, mastery criteria, and assessments reflect the needs of all students. Professional learning and protected weekly planning time, supported by administration, provide a foundation for collaborative unit development. Teachers also have daily planning time, though the unstructured nature of this time presents opportunities for growth in leveraging it more effectively for unit design and refinement. Student performance data and team reflection are used during meetings to adjust units and address learning gaps. Current practices demonstrate consistent collaboration and alignment, while the school continues to strengthen systematic use of planning time and data-driven refinement of units.	Limited Development 07/16/2025		
How it will look when fully met:	2026-2027 At full implementation, instructional teams at Randleman Middle School consistently collaborate to design and refine high-quality, standards-aligned units of instruction using shared planning processes and templates. Weekly grade-level and vertical team meetings ensure units are aligned both horizontally across subjects and vertically across grade levels. Clear objectives, mastery criteria, and pre/post assessments are embedded in every unit, providing precise measures of student progress.		**Holly Grissom (elected 2026)**	**06/10/2028**

	Specialists, EC, and ML teachers actively contribute to planning, ensuring that units address the needs of students with disabilities, English learners, and diverse learners through equitable and inclusive learning experiences. Student learning data from common formative assessments are routinely analyzed to guide instructional adjustments, reteaching, and enrichment. Protected planning time and ongoing professional learning sustain continuous improvement in unit development and curriculum delivery. Classrooms reflect this work through coherent, rigorous, and inclusive instruction that is consistently monitored and refined. Evidence uploaded to NCStar includes: unit templates, lesson plans with aligned objectives and assessments, meeting notes from PLCs and vertical teams, analysis of common formative assessments, documentation of interventions and enrichment, and professional learning artifacts demonstrating sustained support for effective unit design.			
Actions		**3 of 5 (60%)**		
9/10/25	Monitor CFA (Science, Math, and ELA) data regularly to inform reteaching and enrichment.	Complete 05/06/2026	Elizabeth Ellison (Elected 2025)	12/30/2025
Notes:				
9/10/25	Implement structured use of daily planning time for unit refinement, including ERG ELA and Math planning.	Complete 05/06/2026	Elizabeth Ellison (Elected 2025)	03/30/2026
Notes:				
9/10/25	ERG ELA will create a vertical team meeting schedule for cross-grade alignment. Substitutes will be paid using Title 1 Funds.	Complete 05/06/2026	Shannon Edwards (Elected 2025)	07/01/2026
Notes:	ELA teachers participated in a vertical team meeting on Oct. 29th. ERG conducted the professional development with the 5th/6th grade and 7th/8th grade.			
9/30/26	Implement structured use of planning time for unit refinement, including ERG ELA, Math and Science (5th and 8th grade) planning.		Morgan Cranford (elected 2026)	06/10/2027
Notes:				
9/30/26	Data Workbooks will be used to analyze CFA data, iReady Data, MTSS, Unit Assessments, and NC Check-ins to monitor standards aligned instruction.		Lindy Kirkman (elected 2025)	06/10/2027
Notes:				

RANDOLPH County School System

School: Randleman Middle School

School Year: 2026-2027

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Parent	Candace Baker (elected 2026)		
Lead Teacher	Dawn Jenkins (elected 2024)		
Multi-Level EC Teacher	Megan Alford (elected 2025)		
Data Manager	Denice Booker (elected 2026)		
8th Grade ELA/SS Teacher	Morgan Cranford (elected 2026)		
Assistant Principal	Shannon Edwards (elected 2025)		
Principal	Holly Grissom (elected 2026)		
Band Teacher	Kindra Ingram (elected 2026)		
5th Grade Math/SS Teacher	Lindy Kirkman (elected 2025)		
Media Specialist	Melissa Lydic (elected 2025)		
7th Grade English Teacher	Cora Moua (elected 2025)		
School Counselor	Cynthia Shaner (Elected 2024)		
Teacher	Lea Sheppard (elected 2026)		
Assistant Principal	Crissie Weeks (elected 2026)		

RANDOLPH
County School System

NCStar/SIP Mandatory Components

School Name: Randleman Middle School

School Year: 2026-2027

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

The RMS staff receives duty free lunch every day.

Duty-Free Instructional Planning

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

All RMS staff receive duty-free instructional planning every day.

Transition Plan for At-Risk Students

☒ Elementary to Middle School

☒ Middle School to High School

Please describe the transition plan below.

The RMS Student Advisory team (social worker, student advocate, guidance counselors, admin, and school nurse) work together to serve at-risk students. We also have transition nights for all grade levels.

RANDOLPH
County School System

Southeastern Randolph Middle School

School Improvement Plan

2026-2027

Comprehensive Progress Report

Mission:
Leading change by building positive relationships and providing rigorous instruction.

Vision: Students who attend Southeastern Randolph Middle School will have college and career opportunities in order to become responsible citizens and lifelong learners.

Goals:

2026-2027 Goal: Eliminate opportunity gaps.

2026-2027 Goal: Improve school performance.

2026-2027 Goal: Increase educator preparedness to meet the needs of every student.

! = Past Due Objectives KEY = Key Indicator

Core Function:			**Domain 1: Turnaround Leadership**			
Effective Practice:			**Practice 1B: Monitor short-and long-term goals**			
	KEY	**D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			August 2026 Title 1 funds along with state instructional funds will be used to provide resources which can be aligned sufficiently and appropriately to student achievement goals.	Limited Development 09/06/2023		
How it will look when fully met:			August 2026		**Melanie Richey**	**06/10/2028**

	Resources including time, money, personnel, and partnerships will be strategically aligned to address school goals. The principal will focus on hiring staff capable of producing high-quality instruction and will provide professional learning to improve weaknesses. The principal will also ensure that staff have the time and instructional resources necessary for instructional planning and improvement.			
Actions		**0 of 8 (0%)**		
9/12/23	Title 1 funds will be used to purchase student devices and/or chromebook carts as part of the school technology plan.		Lisa Andreoli (elected 2026)	02/28/2027
Notes:				
9/12/23	Title 1 funds are used to provide planning days for all ELA, Math and 8th grade Science teachers.		Melanie Richey	04/30/2027
Notes:				
9/18/23	During the 2026-2027 school year, our ATSI school identified bilingual books as a resource inequity impacting the ML subgroup. As a result, our school plans to mitigate this inequity by implementing targeted strategies and allocating appropriate resources to purchase current, high-interest bilingual books for the school media center.		Lisa Andreoli (elected 2026)	06/01/2027
Notes:				
9/20/23	Title 1 Parent and Family Engagement funds will be used to purchase materials needed to build parent capacity to help their child at home. Materials will be distributed to families on Title 1 nights.		Katie Lambe (elected 2025)	06/01/2027
Notes:				
8/11/25	During the 2026-2027 school year, our school identified the following resource inequity: a tendency among staff to focus more on student		Mesha Pratt (elected 2026)	06/01/2027

	challenges than on their strengths. As a result, our school plans to mitigate this inequity by providing targeted professional development on strengths-based instructional practices, ensuring Individualized Education Programs (IEPs), 504 Plans and ML Plans are tailored to each student's unique needs, and deepening staff understanding of classroom accommodations beyond testing accommodations.			
Notes:				
11/13/25	Title 1 funds are used to support beginning teachers observing experienced teachers with reflection.		Melanie Richey	06/10/2027
Notes:				
12/9/25	Title 1 funds are used to support the professional learning of teachers and administrators.		Melanie Richey	06/10/2028
Notes:				
12/9/25	Title 1 funds will be used to purchase instructional supplies.		Melanie Richey	06/10/2028
Notes:				

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			August 2026 The school's Leadership Team consists of the principal, assistant principal, representatives from each grade level, the EC department, classified staff, the student services team, and parents. The team meets monthly with a structured agenda, recorded minutes, and clearly assigned action steps. This year, the Leadership Team is continuing to implement the use of data workbooks to analyze student performance from benchmarks and formative assessments, disaggregated by demographic subgroups to monitor equity and progress. Schoolwide performance data is reviewed collaboratively by administration, lead teachers, and district staff, then shared with staff for input on improvement priorities. Classroom observation data is collected jointly by administrators to ensure calibration and is	Limited Development 05/14/2025		

	aggregated to identify instructional strengths, areas of need, and appropriate tiers of support for staff. By combining student performance data with observation data, the Leadership Team identifies trends, celebrates successes, and determines targeted professional development aligned to documented needs. Resources are allocated to support these priorities, and progress is monitored over time through ongoing data reviews at Leadership Team meetings to ensure continuous improvement and sustainability of practices.			
How it will look when fully met:	August 2026 The Leadership Team is a representative and collaborative body that includes the principal, assistant principal, instructional leaders from every grade level and subject area, the EC department, classified staff, student services, and parents. The team meets monthly with fidelity, following established protocols with clear agendas, recorded minutes, and actionable next steps. Schoolwide performance data—including benchmark, formative, and diagnostic assessments—is collected, disaggregated by subgroup, and analyzed regularly to identify trends, ensure equity, and set measurable schoolwide goals. Individual student data is reviewed routinely to guide targeted interventions. Aggregated classroom observation data is gathered consistently, shared with staff, and used to identify patterns in instructional practice, guide coaching, and inform support rather than evaluation. The Leadership Team integrates student performance data with observation trends to determine targeted professional development priorities. Resources are strategically aligned to these data-informed strategies, ensuring staff have the support and tools necessary to improve student outcomes. Systems are in place to monitor the impact of professional development and measure progress toward goals over time. Data-driven decision making is embedded in the culture of the school, sustaining continuous improvement for students and staff alike.		**Melanie Richey**	**06/10/2028**
Actions		**0 of 4 (0%)**		
9/28/25	Train Leadership Team on analyzing student data		Melanie Richey	12/30/2026
Notes:	Ensure all members understand how to interpret trends and use findings to inform instructional decisions.			

	10/14/25 The team had the opportunity to learn about how to analyze data and look for trends across cohorts, socioeconomic groups and subgroups.			
9/28/25	Develop comprehensive data workbooks including disaggregated student information		Melanie Richey	01/31/2027
Notes:	Create workbooks that allow the Leadership Team to track student performance by subgroup, identify equity gaps, and set measurable goals.			
9/28/25	Implement regular classroom observation cycles with joint administrator calibration and monitor trends		Melanie Richey	01/31/2027
Notes:	Standardize observation practices to identify patterns in teaching, strengthen support, and guide targeted coaching rather than evaluation.			
9/28/25	Adjust professional development priorities based on data-identified instructional needs		Melanie Richey	02/28/2027
Notes:	Align PD offerings to actual instructional gaps revealed through combined student performance and observation data.			

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**			
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			August 2026 Our school is in the early stages of fully implementing a tiered instructional system aligned with MTSS. Tier I instruction serves as the core for all students; however, strengthening and differentiating Tier I academic, attendance and behavioral practices is a priority for the coming year. Tier II and Tier III supports are provided primarily through student services for attendance and some behavioral and emotional needs, but consistent academic interventions beyond the core are limited.	Limited Development 08/21/2025		

	Teachers use some evidence-based strategies, particularly EC and ML staff, but schoolwide consistency and alignment remain areas for growth. Data from iReady diagnostics, NC Check-Ins, and locally developed CFAs in math and science guide initial identification of student needs, yet systematic processes for tier placement, progress monitoring, and intervention adjustment are not fully established. Our MTSS problem-solving team will focus on developing a clear process for selecting interventions, ensuring fidelity, and using data to make timely adjustments. Collaboration among general education, EC, ML, and student services staff occurs but needs to be more structured and data-driven. Equity and access are priorities as we strengthen core instruction, align supports with federal requirements, and implement consistent practices across all tiers.			
How it will look when fully met:	August 2026 Our school operates a fully integrated, fluid MTSS that addresses academics, behavior, emotional well-being, and attendance. Tier I instruction is rigorous, standards-based, differentiated, and delivered with fidelity in every classroom. Tier II and Tier III supports supplement core instruction and are individualized based on need. Universal screeners, diagnostics, and progress monitoring tools (iReady, NC Check-Ins, CFAs) drive placement, intervention decisions, and adjustments through structured data meetings. Evidence-based, culturally and linguistically responsive practices are consistently implemented by all teachers, including EC, AIG, and ML staff, ensuring equitable access to instruction and resources. A schoolwide system with clear entry/exit criteria guides intervention selection, delivery, and fidelity checks. Collaborative planning and problem-solving occur regularly among general education, student services, and specialized staff. Ongoing professional development builds staff capacity in MTSS processes and instructional strategies. All practices align with ATSI goals and subgroup performance data to close achievement gaps. Evidence for NCStar: MTSS framework documents, master schedule showing Tier II/III supports, intervention logs, data meeting agendas/minutes, PD calendars and sign-in sheets, progress monitoring reports, fidelity checklists, and collaborative planning documentation.		**Michelle Leake (Elected 2026)**	**06/10/2028**
Actions		**0 of 6 (0%)**		

8/27/25	Establish an MTSS problem solving team		Michelle Leake (Elected 2026)	11/15/2026
Notes:				
8/27/25	Create norms for decision making and data use		Michelle Leake (Elected 2026)	01/15/2027
Notes:	Create norms with the problem solving team			
8/27/25	Establish progress monitoring tools		Michelle Leake (Elected 2026)	03/01/2027
Notes:				
8/27/25	Develop an intervention menu for Tier I, Tier II & Tier III		Michelle Leake	04/01/2027
Notes:	June 2026 - This was not accomplished during the 2025-2026 school year and will be a goal for 2026-2027.			
9/29/26	During the 2026-2027 school year, our ATSI school will implement the following evidenced-based intervention(s): HD Word and Phonics Boost. Our school will participate in targeted professional development focused on inclusive instructional practices, data analysis and progress monitoring, effective co-teaching models, strategies to strengthen core instruction, and differentiated small-group instructional practices.		Mesha Pratt (elected 2026)	06/30/2027
Notes:				
10/1/26	During the 2026-2027 school year, our ATSI school will implement the following evidence-based intervention: the ATSI school will intentionally analyze SWD & ML subgroup data to identify positive performance trends, determine specific areas of need, and conduct a root cause analysis to determine factors contributing to subgroup performance gaps.		Melanie Richey	06/30/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**			
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			August 2026 Instructional teams collaborate regularly to develop standards-aligned units of instruction. Core content teachers have approximately 85 minutes of protected planning time daily, with one day per week	Limited Development 09/28/2025		

	dedicated to grade-level, content-area planning. Three full-day planning sessions per year are provided for ELA, math and 8th grade science teachers, supported by Title I funds for substitutes. Teams receive guidance from school lead teachers, district lead teachers, and professional coaches to ensure unit objectives, mastery criteria, and assessments align with grade-level standards and benchmarks. Units include sequenced objectives and assessments designed to measure student mastery, though pre-assessment implementation is still inconsistent. Planning teams are supported in addressing the needs of diverse learners, including students with disabilities and English learners, through targeted strategies and resources. Student learning data is increasingly being used to monitor unit effectiveness and adjust instruction, with a focus this year on regular analysis through data workbooks. Weekly PLC meetings and ongoing coaching provide opportunities for reflection, refinement, and professional learning, ensuring that units are responsive, standards-aligned, and designed to support high-quality instruction across grades and subjects. In addition, all ELA, math and social studies teachers along with 8th grade science teachers participate in district collaborative PLCs once a month with teachers from the other middle schools in the district.			
How it will look when fully met:	August 2026 Instructional teams regularly collaborate using shared protocols and templates to design and refine high-quality, standards-aligned units of instruction. Daily protected planning time and quarterly full-day planning sessions, guided by school lead teachers, district leads, and professional instructional coaches, ensure collaboration is consistent, equitable, and productive. Units are vertically aligned across grade levels and horizontally aligned across subjects, with sequenced objectives, clear mastery criteria, and valid pre- and post-assessments that are fully aligned to standards and benchmarks. Planning is inclusive, actively engaging special education, ESL, and other support staff to ensure strategies and multiple modes of access meet the needs of students with disabilities, English learners, and diverse learners. Student learning data is systematically analyzed in weekly PLCs and planning sessions to monitor progress, refine units, and adjust instruction. Ongoing professional learning sustains instructional excellence and promotes continuous improvement. Evidence in NCStar includes unit plans with aligned objectives and assessments, meeting agendas and minutes, documentation of vertical and horizontal		**Katie Lambe (elected 2026)**	**06/10/2028**

	planning, data analysis records, and examples of modifications for diverse learners.			
Actions		**0 of 4 (0%)**		
9/28/25	Monitor standards alignment along with vertical and horizontal connections across subjects		Katie Lambe (elected 2026)	02/28/2027
Notes:				
9/28/25	Implement data review in PLCs		Melanie Richey (Elected 2026)	05/28/2027
Notes:				
9/28/25	Develop shared unit planning templates and protocols		Katie Lambe (elected 2025)	11/30/2027
Notes:				
9/28/25	Train teachers on pre- and post-assessment design		Katie Lambe (elected 2026)	01/31/2028
Notes:				

RANDOLPH County School System

School: Southeastern Randolph Middle School

School Year: 2024-2025

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
6th Grade Teacher	Carla Threadgill		
6th Grade Teacher	Megan Traylor		
7th Grade Teacher	Christian Hickman		
7th Grade Teacher	Jenny Miller		
8th Grade Teacher	Erin Burton		
8th Grade Teacher	Chase Willard		
Elective Teacher	Paula Trogdon		
Elective Teacher	Kaitlyn Wilt		
EC Teacher	Mesha Pratt		
Secretary/Treasurer	Megan Phillips		
Lead Teacher	Judy Hiatt		
Lead Teacher	Katie Lambe		
Media Specialist	Travis Leonard		
Counselor	Logan Rodriguez		
Counselor	Paige Rollins		
Student Advocate	Maria Fuentes		
Assistant Principal	Michelle Posley		
Principal	Melanie Richey		
Parent	Xin Yue		

RANDOLPH
County School System

NCStar/SIP Mandatory Components

School Name: Southeastern Randolph Middle School

School Year: 2026-2027

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

All teachers will be provided duty free lunch three to four times per week. A schedule will be created and shared at the beginning of the year whereby in order to provide proper supervision of students, teachers rotate having lunch in the cafeteria with students one or two days per week.

Duty-Free Instructional Planning

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

Duty-free instructional planning time is provided for all full-time classroom teachers daily. All teachers receive a minimum of five hours per week.

Transition Plan for At-Risk Students

☒ Elementary to Middle School

☒ Middle School to High School

Please describe transition plan below.

Currently, SERMS provides transition supports for the 5th grade students at our feeder schools and for our current 8th grade students. Transition events, tours and scheduling meetings are some of the ways these students are provided with the support needed. In addition, special education teachers attend IEP meetings at the elementary schools to ensure students' learning needs will be met in middle school. High school special education teachers attend IEP meetings at SERMS for the same reason.

RANDOLPH
County School System

Trinity Middle School

School Improvement Plan

2026-2027

Comprehensive Progress Report

Mission:

MISSION: At Trinity Middle, we

Provide safe learning environment

Foster positive relationships

Provide instruction that is engaging and meaningful

Collaborate with all stakeholders

Increase student success

Practice two-way communication

Our inclusive environment will lead to a developmentally responsive education

Vision:

VISION: Trinity Middle School believes in a positive, engaging, nurturing environment for all learners to be successful.

Goals:

Increase Student Performance

Eliminate Opportunity Gaps

Increase educator preparedness to meet the needs of every student.



! = Past Due Objectives KEY = Key Indicator

Core Function:			**Domain 1: Turnaround Leadership**			
Effective Practice:			**Practice 1B: Monitor short-and long-term goals**			
	KEY	**D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Summer 2025 At Trinity Middle School, structured common planning time has been built into each teacher's schedule to support instructional collaboration. Teachers meet weekly in content-area teams for dedicated collaborative team time, with a focused agenda centered on instructional planning, data analysis, and alignment to curriculum standards. This intentional scheduling promotes a culture of shared responsibility for student learning and continuous instructional improvement. August 2026 Trinity Middle School is intentionally aligning financial resources, instructional time, personnel, and professional learning with the priorities identified in our School Improvement Plan. As a Low-Performing and ATSI school, resources are prioritized to support increased student achievement, strengthen tiered instruction and MTSS, improve data-driven decision-making, and address the needs of identified student subgroups. Instructional time has been strategically allocated through weekly Collaborative Team Time (CTT), monthly PLCs, quarterly planning sessions, and designated Bulldog Time for remediation and enrichment. These structures provide teachers with protected time to analyze student data, plan standards-aligned instruction, develop common assessments, identify students needing additional support, and monitor student progress. Human resources are also aligned with instructional priorities. The Lead Teacher supports teachers with instructional planning, assessment, data analysis, remediation, and professional learning. The Assistant Principal has an increased leadership role in MTSS and PLC implementation, while EC staff, intervention supports, and other instructional personnel collaborate with classroom teachers to address individual student needs. Staff responsibilities and collaborative structures are intentionally designed to strengthen Tier I instruction while providing targeted Tier II and Tier III supports. Financial resources are prioritized toward instructional programs, materials, and professional development that directly support School Improvement Plan goals. Resources such as i-Ready MyPath, IXL, NEWSELA, Scholastic News, and other standards-aligned instructional	Limited Development 09/26/2023		

	materials are reviewed based on identified student needs and their ability to support differentiation, intervention, enrichment, and standards mastery. TMS leadership and the School Improvement Team regularly review resource allocation and student performance data to determine whether current investments of money, time, and personnel are producing the intended results. Adjustments are made as needs emerge to ensure resources remain focused on improving instructional quality, increasing student proficiency, closing achievement gaps, and supporting continuous school improvement.			
How it will look when fully met:	At Trinity Middle School, resource allocation—including financial, human, and time-based assets—is intentionally aligned with the school's instructional goals and priorities. Budget and staffing decisions are driven by student learning data and the School Improvement Plan, ensuring that resources support the areas of greatest instructional need. Time is strategically structured to support Collaborative Team Time (CTTs), intervention services, and common planning periods that foster instructional collaboration and data-driven decision-making. Human resources are assigned based on staff expertise to strengthen core instruction, provide targeted interventions, and build instructional leadership capacity. Funding is prioritized for high-impact initiatives such as evidence-based instructional materials, targeted professional development, and staff roles that support the implementation of the Multi-Tiered System of Supports (MTSS). Leadership teams regularly review and monitor resource use to ensure continued alignment with instructional outcomes and make data-informed adjustments as needed. This intentional approach creates a coherent, equitable system in which all resources directly support the school's academic vision and student success.		**Stephanie Miller (Elected 2025)**	**06/10/2028**
Actions		**0 of 10 (0%)**		
7/1/25	Provide targeted professional development for newly hired Exceptional Children (EC) teachers to build their capacity in effectively supporting students with disabilities through evidence-based instructional strategies, compliance with IEP requirements, and collaborative practices.		Kelly Sinclair	06/10/2027

Notes:				
7/1/25	Provide targeted professional development for all staff, focused on evidence-based practices for teaching exceptional children and strengthening core instruction. Provide multiple formats for professional learning, including workshops, instructional coaching, and structured collaboration time for teachers to share effective strategies, tools, and resources that support diverse learner needs.		Angela Combs (Elected 2026)	06/10/2027
Notes:				
7/1/25	Integrate evidence-based instructional strategies that effectively support both Students With Disabilities and core instruction. Use data-driven decision-making to regularly adjust teaching practices based on student performance and individual needs. Ensure weekly common planning time is embedded in the master schedule to facilitate ongoing instructional collaboration, data analysis, and aligned planning across teams.		Angela Combs (Elected 2026)	06/10/2027
Notes:				
7/1/25	Assign staff based on areas of instructional need (e.g., interventionists, instructional coaches, behavior specialists). Adjust assignments as data and student needs shift.		Julie Lindsay	06/12/2027
Notes:				
7/1/25	Regularly review student outcome data (academic, behavioral, attendance) to determine the effectiveness of resource use and make data-informed adjustments.		Angela Combs (Elected 2026)	06/12/2027
Notes:				
9/24/25	During the 2026–2027 school year, our ATSI school identified the need for a more systematic process to evaluate the effectiveness of resources and ensure resources are continuously aligned with changing student needs as a resource inequity impacting Students with Disabilities and Black students. As a result, our school plans to mitigate this inequity by implementing targeted strategies and allocating appropriate resources to regularly analyze disaggregated achievement, growth, i-Ready, common assessment, attendance, discipline, and intervention data to determine the effectiveness of current instructional supports. Through SIT, PLCs, CTTs, MTSS meetings, and quarterly data reviews, school leadership and instructional teams will use evidence of student progress to determine whether instructional time, personnel, interventions, and other resources should be		Justin Pugh (Elected 2025)	06/12/2027

	maintained, modified, or reallocated to better address identified subgroup needs and school improvement priorities.			
Notes:				
10/1/26	During the 2026–2027 school year, our ATSI school identified insufficient protected instructional time and coordinated staff support for students requiring additional academic intervention as a resource inequity impacting Students with Disabilities and Black students. As a result, our school plans to mitigate this inequity by implementing targeted strategies and allocating appropriate resources to provide protected intervention and enrichment time through Bulldog Time and strategically utilize teachers, EC staff, instructional support personnel, and school leadership to deliver and monitor targeted supports. PLCs, CTTs, MTSS meetings, and quarterly data reviews will provide dedicated collaborative time for staff to analyze student performance, evaluate resource effectiveness, and adjust the allocation of time and personnel based on demonstrated student needs and progress.		Cody Bennett (Elected 2025)	06/12/2027
Notes:				
9/26/24	Develop a framework for allocating resources (money, time, human resources) that prioritizes Students With Disabilities and core instruction. Ensure the framework aligns with district goals and compliance regulations.		Justin Pugh	06/12/2027
Notes:				
7/1/25	Conduct a comprehensive review of current financial, human, and time resource allocations to assess alignment with the school's instructional priorities. Based on identified needs, prioritize funding and staffing for specialized programs, targeted professional development, and instructional resources that support Students With Disabilities and other high-need student populations.		Justin Pugh	06/12/2027
Notes:				
7/1/25	During annual budget development, prioritize funding for needs identified in the School Improvement Plan (e.g., professional development, instructional materials, intervention staff).		Justin Pugh	06/12/2027
Notes:				

Core Function:	**Domain 2: Talent Development**

Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Summer 2025 Professional Learning Communities (PLCs) convene weekly to systematically analyze student performance data to inform instruction, monitor progress, and identify targeted support needs. In collaboration with staff, a walkthrough observation tool has been developed and implemented to identify instructional trends. Data collected through this tool is used to inform and prioritize professional development, ensuring alignment with instructional areas requiring growth. Additionally, bi-weekly meetings are held on Mondays with a dedicated focus on students exhibiting attendance and behavioral concerns. These meetings leverage real-time data to identify at-risk students and develop responsive intervention strategies. This structured, data-informed approach contributes to continuous school improvement and supports the academic and behavioral success of all students. August 2026 Trinity Middle School regularly reviews multiple sources of school performance and classroom observation data to guide school improvement efforts, instructional decisions, and professional development needs. School leadership and instructional teams analyze data from EOG/EOC assessments, i-Ready diagnostics and progress monitoring, common assessments, classroom performance, attendance, discipline, intervention records, and subgroup performance. Particular attention is given to disaggregated data for Students with Disabilities and Black students as part of the school's ATSI improvement efforts. Data analysis is embedded within the school's PLCs, weekly Collaborative Teacher Teams (CTTs), MTSS meetings, SIT meetings, and quarterly planning/data-review processes. These structures allow teachers and administrators to identify achievement trends, determine areas of instructional need, examine root causes, identify students needing additional support, and adjust core instruction, remediation, enrichment, and interventions.	Limited Development 10/29/2021		

	Trinity Middle School also uses classroom walkthroughs, formal observations, and other instructional monitoring data to identify school-wide trends in instructional practice. Leadership reviews aggregated observation and walkthrough findings to determine strengths and areas requiring additional support rather than focusing solely on individual teacher performance. Current instructional look-fors include standards-aligned instruction, student engagement, differentiation, checks for understanding, and evidence that instruction is responsive to student needs.			
How it will look when fully met:	Trinity Middle School operates with a clear, structured process for regularly analyzing both school performance data and aggregated classroom observation data. A designated leadership or data team meets consistently—typically on a monthly basis—to review student achievement results, trends in classroom instruction, and other key indicators such as attendance, behavior, and engagement. These data reviews are not isolated to leadership; instead, the findings are shared with all staff through Collaborative Team Time (CTTs), department meetings, and staff development sessions, fostering a culture of transparency and collaboration. Instructional decisions are data-driven, meaning teachers regularly adjust lesson plans, reteach concepts, or implement interventions based on student performance results. Observation data is also used to identify instructional strengths and areas for improvement, ensuring professional development is directly aligned with actual needs. For example, if walkthroughs indicate a lack of student engagement or limited use of questioning strategies, targeted professional development is offered, followed by coaching and continued observation to monitor progress. Teachers are active participants in analyzing their own classroom data and are supported through collaborative planning and feedback cycles. Professional development is no longer generic; it is customized to the school's identified needs and followed through with intentional support and accountability. Over time, this results in measurable improvements in both teacher effectiveness and student outcomes. As a result of this fully implemented process, the school can clearly demonstrate the link between data analysis, instructional improvement, and increased student achievement. Artifacts such as meeting minutes, observation trend reports, and PD plans tied to data findings are routinely documented		**Justin Pugh (Elected 2025)**	**06/10/2028**
Actions		**0 of 3 (0%)**		

11/4/21	Develop and maintain a centralized, school-wide data management system (e.g., spreadsheet or dashboard) to systematically collect, organize, and monitor key student data—such as academic performance, behavior, and attendance. This tool will support timely, data-informed decision-making by enabling staff to identify trends, prioritize needs, and implement targeted interventions aligned with school improvement goals.		Angela Combs (Elected 2026)	06/12/2027
Notes:				
9/26/24	Establish a Data Leadership Team consisting of a diverse group of staff members (administrators, teachers, support staff).		Justin Pugh (Elected 2025)	06/12/2027
Notes:				
9/26/24	Create a calendar for regular data review meetings (monthly)		Angela Combs (Elected 2026)	06/12/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**			
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Summer 2025 The groundwork for the Multi-Tiered System of Supports (MTSS) has been initiated at Trinity Middle (TMS), with an established MTSS Problem Solving Team to guide its implementation. Students are currently participating in check-in tests to provide valuable insights for instruction, along with common formative assessments that evaluate skills across grade levels and teachers, and iReady diagnostics. During core instruction, teachers will diligently focus on teaching the essential standards. Additionally, collaborative team time will be utilized to identify students with specific needs, allowing for targeted remediation and intervention in tiers 2 and 3 of MTSS when necessary. August 2026 Trinity Middle School continues to strengthen the implementation of a school-wide tiered instructional system designed to provide evidence-based instruction aligned with the individual needs of students. Our focus is on ensuring that all students receive strong Tier I core	Limited Development 09/07/2021		

	instruction while providing targeted Tier II and Tier III interventions based on student performance data and identified needs. Teachers use multiple sources of data, including EOG/EOC results, i-Ready diagnostic and progress-monitoring data, common assessments, classroom assessments, grades, and teacher observations to identify student strengths and areas of need. Collaborative Team Time (CTT), PLC meetings, and quarterly planning sessions provide structured opportunities for teachers to analyze data, identify students requiring additional support or enrichment, plan standards-aligned instruction, and monitor student progress. Bulldog Time provides designated time within the school day for remediation, intervention, and enrichment. Students are assigned targeted learning opportunities based on identified academic needs, and teachers use resources such as i-Ready MyPath, IXL, NEWSELA, and other standards-aligned materials to differentiate instruction and provide additional practice. Intervention logs and progress-monitoring data are used to document supports and evaluate student response to intervention. The school's MTSS process continues to be strengthened to ensure students who are not demonstrating adequate progress receive increasingly targeted support. The Assistant Principal, Lead Teacher, EC staff, classroom teachers, and other support personnel collaborate to review student needs, develop appropriate interventions, monitor implementation, and determine next steps. ECATS Core Plans are utilized when appropriate to document interventions and student progress. School leadership also conducts classroom walkthroughs and instructional rounds to monitor the quality and variety of Tier I instruction, differentiation, student engagement, and alignment to standards. Information gathered through these processes is used to provide feedback, identify professional learning needs, and guide instructional decisions. Moving forward, TMS will continue refining the consistency of tiered instruction across classrooms, strengthening progress monitoring and intervention documentation, and using PLC/CTT structures to evaluate the effectiveness of interventions. The goal is to ensure that instructional decisions are driven by student data and that every student receives the appropriate level of support, intervention, or			

	enrichment necessary to demonstrate academic growth and increased proficiency.			
How it will look when fully met:	When Trinity Middle School (TMS) fully implements its tiered instructional system, it will seamlessly integrate evidence-based practices designed to meet the diverse needs of all students. Teachers will employ various instructional strategies and resources to accommodate different learning styles and levels, allowing some students to work on advanced projects while others focus on targeted skill-building exercises. Frequent formative assessments, such as quizzes, exit tickets, and observational data, will be conducted to monitor student progress and inform instructional adjustments across all tiers. Students will be organized into flexible groups based on their needs, moving between tiers as they advance or require additional support. Collaboration in professional learning communities will enable teachers to share strategies, analyze student data, and refine their approaches based on best practices. Students will actively engage in their learning by setting personal goals and reflecting on their progress through self-assessments or goal-setting conferences. Specialized resources, including instructional coaches, intervention specialists, and technology tools, will be readily available to support both teachers and students. Additionally, parents will be engaged through regular communication about their child's progress and ways to support learning at home. To determine that Trinity Middle School's (TMS) tiered instructional system has reached full implementation, the following data and evidence will be collected. An analysis of standardized test scores, formative assessments, and benchmark assessments will be conducted to show improvement across all tiers, indicating that students are progressing according to their individual learning paths. Documentation of student growth over time will include Individual Education Plans (IEPs) for special education students and Response to Intervention (RTI) data to track tier movement. Regular classroom observations and peer reviews will provide evidence of differentiated strategies and evidence-based practices being effectively implemented in instruction. Participation records from professional development sessions focused on tiered instruction and evidence-based practices will ensure that teachers are well-equipped to apply these strategies. Meeting notes from professional learning communities and collaborative planning sessions will illustrate ongoing dialogue and adaptation of practices based on student needs. Additionally, evidence will be collected on		**Angela Combs (Elected 2026)**	**06/10/2028**

	how instructional resources—both digital and print—are being utilized effectively across classrooms to support differentiated learning. Old Information: 2023: Trinity Middle will ensure that each of its teachers is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. TMS will focus on student response to instructional practices, as opposed to student deficits or failures, then improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.			
Actions		**0 of 9 (0%)**		
9/26/24	Provide professional development on standards-based instruction, differentiation, and Standard Treatment Protocol.		Teanna Quick	06/12/2027
Notes:				
9/26/24	Establish and Communicate Clear MTSS Roles and Protocols		Cody Bennett	06/12/2027
Notes:				
9/26/24	Host informational workshops for parents on the tiered instructional system.		Julie Lindsay	06/12/2027
Notes:				
9/26/24	Develop and implement a school-wide MTSS framework that outlines instructional expectations and intervention strategies for each tier. Teachers will apply strategies from professional development, and student groups will be flexibly formed and adjusted based on ongoing assessment data to ensure targeted support.		Cody Bennett	06/12/2027
Notes:				
7/1/25	Protect and Prioritize Intervention Time in the Master Schedule.		Justin Pugh (Elected 2025)	06/12/2027
Notes:				
9/8/25	Create and Implement a Standard Treatment Protocol for (Academics, Behavior, and Attendance)		Angela Combs (Elected 2026)	06/12/2027
Notes:				

9/24/25	During the 2026–2027 school year, our ATSI school will implement the following evidence-based intervention: Trinity Middle School will intentionally analyze disaggregated achievement, growth, attendance, discipline, and intervention data for Students with Disabilities and Black students to identify positive performance trends, determine specific areas of need, and conduct root cause analysis to identify factors contributing to subgroup performance gaps. Data from i-Ready, EOG/EOC assessments, common assessments, classroom performance, and intervention records will be reviewed through PLCs, CTTs, MTSS meetings, and quarterly data reviews. Findings will be used to identify students requiring additional support, determine appropriate tiers of intervention, and adjust evidence-based instruction, remediation, and enrichment based on individual student needs and progress.		Angela Combs (Elected 2026)	06/12/2027
Notes:				
9/30/26	During the 2026–2027 school year, our ATSI school will implement the following evidence-based intervention designed to address the identified needs of Students with Disabilities and Black students: Trinity Middle School will participate in targeted professional development focused on inclusive instructional practices, data analysis and progress monitoring, effective co-teaching models, strengthening core instruction, and differentiated small-group instruction. Professional learning will be reinforced through PLCs, CTTs, instructional walkthroughs, coaching, and collaborative planning. Teachers will use these strategies to strengthen Tier 1 instruction and provide targeted Tier 2 and Tier 3 supports, with student progress monitored regularly to determine the effectiveness of interventions and make instructional adjustments.		Angela Combs (Elected 2026)	06/12/2027
Notes:				
10/7/26	Trinity Middle School will strengthen teachers' ability to provide differentiated, evidence-based instruction, with a focus on Students with Disabilities, through ongoing professional development and collaboration. Certified staff will participate in NC PEAK and other EC professional development focused on effective instructional practices, IEP accommodations, specially designed instruction, differentiation, behavior supports, and strategies to improve student engagement and achievement.		Angela Combs (Elected 2026)	06/12/2027
Notes:				

Core Function:	**Domain 3: Instructional Transformation**
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Summer 2025 At Trinity Middle School, teachers establish and explicitly teach a consistent set of classroom rules and procedures beginning on the first day of school. These expectations are reinforced regularly and supported by visible reminders throughout the building to promote consistency and clarity for all students. A school-wide culture of high expectations is maintained through the use of proactive strategies and positive reinforcement. Students are recognized and rewarded for demonstrating appropriate behaviors, fostering a positive and inclusive learning environment. When behavioral infractions occur, fair and consistent consequences are applied, with opportunities for students to reflect and regain privileges through improved behavior. This balanced approach supports student accountability while promoting growth and restorative practices. August 2026 Trinity Middle School is implementing consistent school-wide expectations and classroom management practices to create safe, structured, and supportive learning environments. At the beginning of the school year, teachers explicitly taught and reviewed classroom and school-wide rules, routines, and procedures with students. Expectations related to classroom behavior, transitions, arrival and dismissal, hallway movement, cafeteria procedures, personal technology, dress code, and other school routines are reinforced throughout the year. Teachers are expected to establish clear classroom expectations, explicitly teach appropriate behaviors, reinforce positive choices, and respond consistently when expectations are not met. School-wide expectations are communicated through the TMS Student/Parent Handbook, classroom procedures, student and parent communications, staff meetings, and ongoing reminders. When trends or concerns are identified, expectations and procedures are retaught rather than assuming students already understand them. Administration monitors implementation through classroom walkthroughs, formal observations, discipline data, Incidents+ documentation, teacher feedback, and student behavior trends.	Limited Development 10/21/2021		

	Leadership reviews this information to identify areas where additional consistency, support, or professional learning may be needed. Teachers are encouraged to use proactive classroom management strategies that maximize instructional time, increase student engagement, build positive relationships, and prevent minor behaviors from escalating. TMS also uses CTTs, PLCs, faculty meetings, MTSS processes, and collaboration with support personnel to discuss student behavioral needs and develop appropriate strategies and interventions. Staff work collaboratively to provide additional support for students who demonstrate repeated behavioral concerns while maintaining consistent expectations across classrooms. Moving forward, TMS will continue to emphasize positive reinforcement, explicit teaching and reteaching of expectations, consistent documentation, and school-wide consistency in classroom management practices. Walkthrough and discipline data will be monitored to determine the effectiveness of current practices and identify opportunities for additional professional development and support.			
How it will look when fully met:	At Trinity Middle School all teachers consistently establish and maintain a structured, supportive learning environment through proactive classroom management practices. Expectations, rules, and procedures are explicitly taught, modeled, and practiced with students from the first day of school and revisited regularly throughout the year. Teachers use positive reinforcement and recognition systems to promote and encourage appropriate behavior. They implement clear routines, use consistent language, and rely on visual aids and behavioral cues to reinforce expectations across all settings. Classroom management is rooted in relationship-building, mutual respect, and an understanding of student needs. Professional development and coaching support are provided to ensure all staff are equipped with evidence-based strategies for managing behavior and fostering a positive classroom culture. Teachers monitor student behavior using clear data systems and collaborate regularly to analyze patterns and adjust strategies as needed. As a result, classrooms are safe, predictable, and conducive to learning, with minimal disruptions and strong student engagement. The school-		**Meagan Welch (elected 2025)**	**06/10/2028**

	wide approach to behavior is consistent, equitable, and supportive of both academic and social-emotional success.			
Actions		**0 of 9 (0%)**		
7/1/25	Implement a tiered system of consequences that includes opportunities for students to reflect, restore, and earn back privileges, aligned with restorative practices.		Justin Pugh	06/10/2027
Notes:				
7/1/25	Collect and analyze behavior data regularly to identify trends, guide interventions, and support students requiring Tier 2 or Tier 3 behavior support.		Teanna Quick	06/10/2027
Notes:				
7/1/25	Offer professional development on effective behavior management strategies, restorative practices, and consistent implementation of school-wide systems.		Angela Combs (Elected 2026)	06/10/2027
Notes:				
7/1/25	Host parent workshops and informational sessions to share classroom expectations and provide strategies for supporting student behavior at home. Regularly communicate classroom rules and procedures to families through newsletters, school websites, and other accessible formats to strengthen home-school partnerships.		Leigh Fansler (Elected 2026)	06/10/2027
Notes:				
7/1/25	Provide ongoing professional development for all staff on the core components of Positive Behavioral Interventions and Supports (PBIS), including teaching expectations, reinforcing positive behavior, using data to inform practices, and implementing consistent responses to behavior across all settings.		Teanna Quick	06/10/2027
Notes:				
7/1/25	Provide consistent positive reinforcement through a structured system (e.g., reward points, incentives, recognition) to encourage and celebrate appropriate behavior across all settings.		Justin Pugh	06/10/2027
Notes:				

		7/1/25	Post clear, student-friendly visual cues of school and classroom rules in all learning spaces and common areas to support ongoing reinforcement of expectations.		Angela Combs (Elected 2026)	06/12/2027
		Notes:				
		7/1/25	Develop and implement a school-wide behavior expectations framework that includes clearly defined, positively stated, and student-friendly rules. Involve staff and students in the creation process to promote ownership and understanding.		Justin Pugh	06/12/2027
		Notes:				
		7/1/25	Ensure that all teachers explicitly teach classroom and school-wide behavioral expectations during the first week of school and reinforce them regularly through modeled routines and visual supports.		Justin Pugh	06/12/2027
		Notes:				
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Summer 2025 Collaborative team time at Trinity Middle School is utilized for instructional planning, with teachers working individually or in content-area teams to design units and develop common formative assessments aligned to the North Carolina Standard Course of Study and district pacing guides. While alignment to standards and pacing is evident, the current process lacks a systematic structure for providing feedback on unit design and instructional planning. Establishing consistent review protocols and feedback mechanisms will enhance instructional quality and ensure alignment with best practices in curriculum development. August 2026 Trinity Middle School continues to strengthen the development and implementation of standards-aligned units of instruction across all grade levels and content areas. Teachers use the North Carolina Standard Course of Study, district curriculum resources, pacing guides, and adopted instructional resources to ensure instruction is aligned with grade-level standards and appropriate levels of rigor.	Limited Development 10/21/2021		

	TMS provides structured opportunities for teachers to collaboratively plan through weekly Collaborative Teacher Teams (CTTs), monthly PLCs, and quarterly instructional planning sessions. During these meetings, instructional teams unpack standards, review pacing, identify priority learning targets, develop and review common assessments, examine instructional resources, and plan instructional strategies. Teams also analyze student performance data to determine where reteaching, remediation, intervention, or enrichment should be incorporated into upcoming instruction. Instructional teams use data from EOG/EOC assessments, i-Ready, common assessments, classroom assessments, and student work to evaluate the effectiveness of standards-aligned instruction. Particular attention is given to the performance of Students with Disabilities and African American students as part of the school's ATSI improvement efforts. Teachers use these data to adjust instructional plans, differentiate instruction, and provide additional supports while maintaining alignment with grade-level standards. School administration and instructional support personnel monitor implementation through classroom walkthroughs, formal observations, PLC/CTT participation, lesson and unit planning discussions, and reviews of student performance data. Walkthrough information is used to determine whether intended standards are evident in classroom instruction and whether students are actively engaged in appropriately rigorous learning. TMS is also working to strengthen consistency among instructional teams by providing professional development, collaborative planning opportunities, instructional resources, and leadership support. Through an ongoing cycle of planning, instruction, assessment, data analysis, and instructional adjustment, TMS will continue working toward ensuring that all students have access to coherent, rigorous, standards-aligned instruction across classrooms and grade levels.			
How it will look when fully met:	At Trinity Middle School Instructional Teams collaboratively develop standards-aligned units of instruction that are coherent, vertically		**Angela Combs (Elected 2026)**	**06/10/2028**

	aligned, and grounded in evidence-based practices. These teams—typically composed of grade-level or subject-area teachers, instructional coaches, and specialists—engage in a structured process to ensure that every unit reflects state standards, clearly defined learning objectives, rigorous assessments, and high-quality instructional strategies. Each unit of instruction includes unpacked standards, learning targets, formative and summative assessments, differentiation strategies, and plans for reteaching and enrichment. Teams use backwards design, beginning with the end goals (what students must know and be able to do) and designing assessments and daily lessons accordingly. Units are not developed in isolation; rather, they are created through ongoing collaboration in CTTs or curriculum design meetings, allowing for vertical alignment across grade levels and consistency within a grade or course. These instructional units are living documents, reviewed and revised based on student performance data and teacher reflection. Pacing guides and instructional maps are updated regularly to ensure alignment and flexibility for reteaching or acceleration. Schools that fully implement this practice also provide common planning time, use shared digital platforms to store and revise units, and engage instructional leaders or coaches in reviewing units for rigor and alignment. Professional development supports the implementation of units, focusing on lesson planning, assessment literacy, and differentiation. The result is a cohesive instructional program where every teacher knows the essential content to be taught, the instructional strategies to use, and how to measure student mastery—ensuring equity and excellence in every classroom.			
Actions		**0 of 7 (0%)**		
9/8/25	Instructional teams will develop and implement a formal unit planning framework that aligns with state standards and includes learning objectives, essential questions, academic vocabulary, instructional strategies, differentiation plans, formative/summative assessments, and pacing.		Cody Bennett	06/10/2027
Notes:				
9/8/25	Instructional teams will embed a reteach, enrichment, and remediation cycle within unit plans to ensure all students master grade-level standards.		Angela Combs (Elected 2026)	06/10/2027
Notes:				

7/1/25	Implement a Backwards Design Framework Across All Teams		Angela Combs (Elected 2026)	06/10/2027
Notes:				
9/8/25	Instructional teams will hold monthly vertical alignment meetings to ensure continuity of standards and skill progression across grade levels.		Justin Pugh	06/12/2027
Notes:				
9/8/25	The school will implement surveys throughout the year to assess professional development needs, ensuring PD is aligned with staff priorities, instructional best practices, and school improvement goals.		Angela Combs (Elected 2026)	06/12/2027
Notes:				
7/1/25	Establish a School-wide Unit Planning Protocol		Angela Combs (Elected 2026)	06/12/2027
Notes:				
7/1/25	Provide Structured Common Planning Time		Justin Pugh	06/12/2027
Notes:				

RANDOLPH County School System

School: Trinity Middle School

School Year: 2026-2027

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Chairperson	Maegan Welch		
Classified Rep	Cindy Schofield		
6th Grade Rep	Kelli Gilchrist		
7th Grade Rep	Julie Lindsay		
Media Representative	Leigh Fansler		
Principal	Justin Pugh		
8th Grade Rep	Laura Simpson		
EC Dept Rep	Kelly Sinclair		
CTE Rep	Shayla Spainhour		
Process Manager	Angela Combs		
Assistant Principal	Cody Bennett		
School Treasurer	Stephanie Beane		
Parent Representative	Abigail Shepard		

RANDOLPH County School System

NCStar/SIP Mandatory Components

School Name: Trinity Middle School

School Year: 2026-2027

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Teachers eat lunch with their students 4 days a week. This is to ensure that we have appropriate supervision during student lunches. We do not have enough personnel to cover lunch periods for staff to have a duty-free lunch every day of the week.

Duty-Free Instructional Planning

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

Staff is provided a 96-minute block of time for planning each day. During this time period staff members plan with their grade level/department and/or administration team.

Transition Plan for At-Risk Students

☐ Elementary to Middle School

☐ Middle School to High School

Please describe the transition plan below.

For students transitioning from elementary to middle school, the school counselor and/or administration visits the elementary schools to share information, answer student questions, and provide guidance on elective choices. Rising 6th graders participate in a tour of the middle school to become familiar with the building, staff, and expectations. In addition, a 6th grade orientation is held prior to the start of the school year to provide students and families with an overview of academic programs, routines, and support services.

For students transitioning from middle to high school, 8th grade students participate in a tour of the high school to learn about academic offerings, elective options, extracurricular activities, and graduation requirements. Collaboration between the middle and high school counseling teams

helps ensure at-risk students are identified early and connected to appropriate supports. A 9th grade orientation is held prior to the start of the school year to provide students and families with an overview of academic programs, routines, and support services.

RANDOLPH
County School System

Wheatmore Middle School

School Improvement Plan

2026-2027

Comprehensive Progress Report

Mission:

At WMS, our mission is to prepare students to be productive citizens in a diverse world and to be life-long learners through teaching social and emotional skills, building relationships, and providing data-driven, rigorous instruction.

Vision:

At WMS, we are committed to cause high levels of learning for all students in a multi-cultural, challenging, collaborative, and safe environment.

Goals:

Eliminate opportunity gaps.

Improve School Performance

Increase educator preparedness to meet the needs of every student.

! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
KEY **D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	2026-2027 Currently the School Improvement Team allocates discretionary resources across departments as needs arise. We have focused recent financial resources on digital tools that provide engaging lessons for students, buying new Chromebooks, purchasing and repairing band instruments, purchasing consumable materials for hands-on science labs, and supplying teachers with needed materials. We have an EC teacher for each grade, a cross-cat teacher, and a cross-cat assistant. We have an ESL teacher who works with EL students one day each	Limited Development 09/25/2023		

	week. We have a media specialist, and lead teacher, and two counselors. Five days per week, we have forty minutes set aside for student remediation and enrichment. The LEA has also provided a student advocate position. The LEA continues to fund special programs like i-Ready, Flex time scheduling, HDWord, and HillRAP. The LEA has provided training in literacy, Professional Learning Communities, AIG student support, EL support, and reading foundations. The LEA has provided us the support of an EC Program Facilitator, and a social worker.			
How it will look when fully met:	2026-2027 Teachers use data to differentiate instruction within the classroom and meet the individual needs of students. The school has a process to group students for additional support and/or remediation outside the classroom. The support tools match student needs, and the SIT has a process to allocate the appropriate human, time, and financial resources to the areas according to need. Professional Learning Communities identify gaps in instructional knowledge/tools and advocate for training, resources, schedule changes, etc. Observations and walk throughs identify needed professional development and instructional resources. Grade level meetings and Professional Learning Communities align teacher needs with professional development. Conversations will take place on the use and effectiveness of the resources being uses, especially the digital tools. Throughout the year, SIT minutes will discuss needs and how the team decided to provide additional support. We will also see evidence of implementation in the improved plans for instruction, intervention, and enrichment.		**Jessica Hanes (Permanent)**	**06/30/2028**
Actions		**0 of 2 (0%)**		
9/25/23	During the 2026-27 school year, our ATSI school identified lack of specific training on the co-teaching model in our inclusion classrooms as a resource inequity impacting the students with disabilities subgroup. As a result our school plans to mitigate this inequity by implementing targeted strategies and allocating appropriate resources to increase overall performance of students with disabilities. Teachers are also taking part in PD through NC Peak and the county office.		Jason Lohr	05/31/2027

		Notes:			
	9/25/23	During the 2025-2026 school year, our ATSI school identified limited access to systematic, evidence-based vocabulary instruction as a resource inequity impacting the students with disabilities subgroup. As a result, our school plans to mitigate this inequity by implementing targeted strategies and allocating appropriate resources to provide explicit vocabulary instruction, expand professional development through NC PEAK and the county office, and build student mastery across listening, speaking, reading, and writing.		Jessica Hanes	05/31/2027
		Notes:			

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2B: Target professional learning opportunities**			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025-2026 At WMS, we evaluate data from EOG, Check-In, iReady, and CFA assessments. The EOG data, provided by district-level staff, is broken down by subgroups, and we use this information to plan professional development and action steps aimed at addressing the needs of low-performing subgroups. However, we do not consistently break down school-level data by subgroups throughout the year to monitor our progress with each subgroup. Some teachers closely look at their data for trends and use it to drive instruction.	Limited Development 05/14/2025		

How it will look when fully met:	2025-2026 At WMS, we will evaluate all data by subgroups and closely monitor the performance of each subgroup on assessments throughout the year, including EOG testing. We will be intentional about dedicating time during our SIT meetings, grade-level meetings, and PLCs to discuss data regularly. Data will drive all decisions made at WMS, ensuring that we stay focused on meeting the needs of all students. Teachers will closely monitor their own data to tailor instruction to meet the needs of all students.		**Jessica Hanes (Permanent)**	**06/10/2028**
Actions		**1 of 2 (50%)**		
5/14/25	Our leadership team will work closely with teachers to implement a data analysis protocol that enables a thorough review of assessment data, with an emphasis on the performance of each student subgroup.		Jessica Hanes	05/31/2026
Notes:				
5/14/25	Teachers will collaborate in PLCs and apply insights gained from data analysis to make informed decisions that consistently guide instruction in their classrooms.	Complete 06/10/2025	Lena Turner (Elected 2024)	06/10/2027
Notes:				

Core Function:			**Domain 3: Instructional Transformation**		
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**		
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025-2026 Our school is committed to strengthening our implementation of MTSS so that every student receives the right help at the right time. We are focused on improving core instruction for all students, providing effective small group interventions for those who need more support, and creating individualized plans for students with intensive needs. A key part of this work involves using data more effectively to identify student needs, track progress, and make decisions about our instructional practices and interventions. We are also committed to ensuring our support is equitable by examining data for all student subgroups and removing barriers to access. By improving the quality of	Limited Development 07/31/2025		

	our core instruction and strengthening collaboration between staff, our goal is for all students to be successful.			
How it will look when fully met:	2025-2026 Our school has fully integrated a tiered system of support to ensure every student succeeds. All staff understand this system, and we work as a team to provide students with the academic, behavioral, attendance, and social-emotional help they need. Our high-quality, Tier 1 instruction is standards-aligned, differentiated, and culturally responsive for all learners. Teachers use data from universal screeners and formative assessments to refine their teaching, which minimizes the number of students who need extra help. For those students, we provide timely and targeted Tier 2 interventions. Students with more intensive needs receive individualized Tier 3 support from collaborative problem-solving teams. We regularly use data in our meetings to guide our decisions and ensure all students have equitable access to the right services. We also document and monitor intervention plans and partner with families throughout the process.		**Melanie Cronin (permanent)**	**06/10/2028**
Actions		**0 of 2 (0%)**		
7/31/25	During the 2026-27 school year, our ATSI school will implement the following evidence-based intervention designed to address the identified needs of the targeted subgroup (students' with disabilities): our school will participate in targeted professional development focused on inclusive instructional practices, data analysis and progress monitoring, effective co-teaching models, strategies to strengthen core instruction, and differentiated small-group instructional practices. Teachers are also taking part in PD through NC Peak and the county office.		Jessica Hanes	09/28/2027
Notes:				
7/31/25	Within the 2026-27 school year, our ATSI school will implement the following evidence-based intervention: the ATSI school will intentionally analyze ATSI subgroup (student's with disabilities) data to identify positive performance trends, determine specific areas of need, and conduct a root cause analysis to determine factors contributing to subgroup performance gaps. Teachers are also taking part in PD through NC Peak and the county office.		Melanie Cronin	11/01/2027

Notes:					
Core Function:			**Domain 3: Instructional Transformation**		
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**		
	KEY	**A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			2025-2026 At Wheatmore Middle School, math and science teachers are supported with standards-aligned resources, CFAs, and curriculum guidance, leading to strong implementation fidelity. ELA and social studies teachers are aligning instruction to standards independently and show dedication despite limited resources. Weekly PLCs support collaboration and planning across all content areas. Some EC and general education teachers co-plan effectively, supporting inclusive practices. However, ELA and social studies lack consistent resources and assessments, leading to uneven instructional quality and rigor. Additionally, the use of low-level texts and inconsistent co-teaching practices, along with limited cross-curricular planning, highlight areas for improvement.	Limited Development 07/31/2025		
How it will look when fully met:			2025-2026 At Wheatmore Middle School, all core content areas—including math, science, ELA, and social studies—are fully supported with standards-aligned resources, common formative assessments, and structured curriculum guidance, ensuring consistent and high-quality instruction across every classroom. Teachers in every subject collaboratively develop and refine rigorous units of instruction that are fully aligned to grade-level standards. Weekly PLCs are focused, data-driven, and used effectively to plan instruction, analyze student work, and identify targeted supports and enrichment opportunities. EC teachers and general education teachers consistently co-plan and co-teach, ensuring that all students, including those with IEPs, receive inclusive, differentiated instruction. High-quality, grade-level texts are used across the curriculum to promote deep thinking, analysis, and literacy growth. Cross-curricular planning is embedded in instructional practices, with teachers working together to design meaningful,		**Jessica Hanes (Permanent)**	**06/10/2028**

	interdisciplinary units that strengthen student understanding and increase academic rigor.			
Actions		**0 of 2 (0%)**		
9/9/25	Integrate Rigorous Assessments & High-Rigor Texts		Jessica Hanes	01/31/2027
Notes:	Throughout the academic year, our teams will increase rigor by integrating at least two new cross-curricular assessments that mirror the complexity of core subjects. We will also commit to using high-rigor, on-grade-level texts and materials in every class and document their implementation to increase student exposure and engagement.			
9/9/25	Collaborate & Monitor Progress through PLC's		Jessica Hanes	09/30/2027
Notes:	Our teams will meet weekly in PLC's to analyze student performance data, share successful instructional strategies, and collaboratively refine our curriculum plans. The success of this goal will be measured by the documentation from these meetings, showing that we are making data-driven adjustments to ensure continuous improvement toward our school-wide goals.			

RANDOLPH County School System

School: Wheatmore Middle

School Year: 2026-2027

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, 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	Typed Name	Signature	Date
Principal	Jason Lohr		
Assistant Principal	Melanie Sampson		
SIT Chair (Inst. Coach)	Jessica Hanes		
Exploratory Rep.	Leigh Blanchard		
6th Grade Rep.	LeeAnne Bower		
7th Grade Rep.	Lena Turner		
8th Grade Rep.	Adrian Mills		
EC Rep.	Erica Welborn		
School Counselor	Carla Metters		
School Counselor	Carla Osborne		
Parent Rep.	Amy King		
Media Specialist	Shannon Moser		

RANDOLPH County School System

NCStar/SIP Mandatory Components

School Name: Wheatmore Middle School

School Year: 2026-2027

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Wheatmore Middle School is requesting a waiver from the state-required ongoing operational requirement to provide teachers with a daily duty-free lunch period.

The statutes for which Wheatmore Middle School is requesting an exemption are:

- **G.S. 115C-301.1 – Duty-Free Instructional Planning Time**
- **G.S. 115C-105.27 – Development and Approval of School Improvement Plans**

Due to the structure of our student lunch schedule and the need to maintain appropriate supervision and student safety, grade-level teachers are assigned cafeteria supervision responsibilities during their designated lunch period. Given our current staffing and scheduling structure, providing every teacher with a daily duty-free lunch period is not feasible while ensuring adequate supervision of students.

The Wheatmore Middle School School Improvement Team has reviewed and approved the current plan for supervising students during lunch. This plan is designed to maintain a safe and orderly cafeteria environment while supporting the operational needs of the school.

Wheatmore Middle School respectfully requests approval of this waiver based on the circumstances outlined above.

Duty-Free Instructional Planning

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

Wheatmore Middle School provides full-time classroom teachers with dedicated duty-free instructional planning time during the regular student school day. Planning time is scheduled to the greatest extent possible while also ensuring appropriate student supervision and maintaining a safe learning environment.

Teachers at each grade level are provided a daily planning period of at least 90 minutes. In addition to individual planning, teachers are expected to participate in Professional Learning Communities (PLCs), grade-level meetings, and other collaborative activities that support instructional planning, student achievement, and school improvement. These collaborative meetings generally account for approximately 90 minutes each week.

After accounting for scheduled PLCs and grade-level collaboration, teachers retain several hours of individual planning time each week. The majority of this time is available for teachers to plan instruction, analyze student data, develop and adjust lessons, collaborate with colleagues, provide feedback, and address the instructional needs of their students.

Transition Plan for At-Risk Students

☐ Elementary to Middle School

☐ Middle School to High School

Please describe the transition plan below.

Wheatmore Middle School also works closely with Wheatmore High School to support our eighth-grade students as they prepare for the transition to high school. Rising ninth-grade students have opportunities to visit Wheatmore High School and become familiar with the campus, programs, and expectations. High school counselors work with eighth-grade students during the spring to provide information about course offerings and assist students with the registration and course-selection process.

Students interested in specialized opportunities, including Early College, are provided information about application requirements and timelines. Our counseling department assists interested students and families throughout the application process and helps connect them with appropriate resources.

Student Placement and Transition Planning

Wheatmore Middle School teachers and counselors collaborate during the spring to identify student placement considerations for the upcoming school year. Staff members communicate information regarding student needs, peer relationships, and other factors that may impact successful classroom placement. This information is considered when developing class schedules and student assignments.

Wheatmore Middle School also works with our feeder elementary schools during the transition process. School administrators and student support personnel communicate as needed regarding

individual student needs, academic information, behavioral concerns, and other factors that may assist in developing appropriate supports and placements for incoming students.

Feeder School and Community Collaboration

Wheatmore Middle School values strong relationships with our feeder schools and Wheatmore High School. Administrators and staff communicate throughout the school year to share information, coordinate transition activities, address student needs, and strengthen the connections among schools within our community.

When appropriate, the Wheatmore Middle School principal and other school personnel participate in visits and walkthroughs with our feeder schools and Wheatmore High School. These opportunities allow school leaders to better understand the instructional practices, expectations, and needs of students as they transition from one school to the next.

All transition activities and school visits are conducted in accordance with Randolph County Schools procedures and any applicable health, safety, or visitor requirements. Should circumstances require restrictions on in-person visits in the future, Wheatmore Middle School will utilize virtual meetings, presentations, tours, and other communication methods to ensure students and families continue to receive the information and support needed for a successful transition.