

## Comprehensive Progress Report

**Mission:**

The mission of Randolph Middle School is to challenge all students to become inquiring and knowledgeable learners with compassion and understanding of others.

**Vision:**

Randolph IB Middle School will be the highest performing secondary magnet school in CMS.

**Goals:**

The percent of students scoring Grade Level Proficient (GLP) in 8th Grade science for End of Grade assessments from 74.6% in SY2024-2025 to 80 % in SY2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percentage of 6th-8th grade students who score at the (CCR) College and Career level - 4 or 5 - on the Reading EOG will increase from \_46.8%\_ in SY2024-25 to \_52%\_ in SY2025-26 (Aligns to A2.04 & B3.03 and CMS Goal 2)

The percentage of 7th and 8th grade students who score at the College and Career level (CCR) - 4 or 5 - on the Math 1 EOC will increase from 36.4% in SY2024-25 to 60% in SY2025-26 (Aligns to A4.16 and CMS Goal 3, A4.16)

The percentage of 6th-8th grade students who score at the College and Career level (CCR) -4 or 5 - on the Mathematics EOG will increase from 44.7\_% in SY2024-25 to 52% in SY2025-26 (Aligns to A4.01 and CMS Goal 3)

The percent of students in grades 6-8 scoring Grade Level Proficient (GLP) on the reading and math EOG will increase from 67.6% in SY2024-25 to 74% in SY2025-26 (Aligns to A4.16 and CMS Guardrail 1)

The number of lost instructional days due to OSS will decrease from 436 days in SY2024-25 to 250 days in SY2025-26 (Aligns to CMS Guardrail 2, A4.06)We will meet or exceed expected Educator Value Added Assessment System (EVASS) growth (A2.04).

We will reduce the number of chronically absent students in grades 6-8 by 3.6% from 13.6% in SY2024-25 to 10%in SY2025-26 (Aligns to A4.06 & E1.06 and CMS Guardrail 3)

We will retain 100% of effective teachers in SY 25-26 for SY26-27 (Aligns to CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, teachers are aware of data trackers but have not used them with fidelity. Aligning the teachers to the expected trackers and holding them accountable to updating them on a regular basis will be an initial start.	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>		<p>At full implementation, teachers will receive weekly feedback (informal walkthroughs, check-ins, formal observations) from the principal and administrative team regarding their classroom instruction. Teachers will also convey, via surveys, that the principal and administrative team is knowledgeable and aware of instruction that takes place in their classroom. Ongoing use of consistent feedback will show a correlation between meaningful and intentional use of effective instructional practices and student achievement. Evidence of full implementation will consist of qualitative data (written feedback) as well as quantitative data. Data to consider for 2025-2026 will be:</p> <ul style="list-style-type: none"> <li>The percent of students in grades 6-8 scoring Grade Level Proficient (GLP) on the reading and math EOG will increase from 67.6% in SY2024-25 to 74% in SY2025-26 (Aligns to A4.16 and CMS Guardrail 1)</li> <li>The percentage of 7th and 8th grade students who score at the College and Career level (CCR) - 4 or 5 - on the Math 1 EOC will increase from 36.4% in SY2024-25 to 60% in SY2025-26 (Aligns to A4.16 and CMS Goal 3, A4.16)</li> </ul>		Genae Green	06/30/2026
<i>Actions</i>			<b>0 of 3 (0%)</b>		
	9/10/24	Create and implement a walkthrough calendar/plan that allows administrators to observe and collect meaningful classroom instructional data upon which to inform instructional decision-making.  (Aligns to Goals 2 & 3 and FAM-S 3)		Genae Green	06/01/2026
<i>Notes:</i>					

9/10/24	Principal will monitor walkthrough data submitted by the instructional leadership team to ensure teachers are being properly coached. The principal will provide support to team members struggling to assist teachers.  (Aligns to Goals 2 & 3 and FAM-S 3)		Dr. Tyler Mavity	06/01/2026
<i>Notes:</i>				
8/8/24	Teachers will be trained on the implementation of data trackers that will be utilized throughout the year to track and monitor student proficiency and growth and adjust instruction based on data analysis from data in trackers.  (Aligns to Goals 2 & 3 and FAM-S 3)		Cheryl Vanosdall	06/09/2026
<i>Notes:</i> This will be completed during the October 2nd Teacher Work Day.				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>				
	<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The Academic Team will monitor and analyze school-wide data such as universal screeners (iReady), Mastery Connect, MVPAs, commo assessment, and EVAAS. PLC's will also collect, analyze and monitor the effectiveness of CORE instruction, differentiate/ scaffold instruction, and provide Tier 2 and Tier 3 support as needed. The Student Services team will collect and analyze behavior and attendance monthly. They will also work with teachers, parents, community and students to provide a multi-tiered system of support (MTSS) as needed.

Evidence of full implementation will consist of qualitative data (anecdotal feedback from teachers) as well as quantitative data. Data to consider for 2025-2026 will be:

The percent of students scoring Grade Level Proficient (GLP) in 8th Grade science for End of Grade assessments from 74.6% in SY2024-2025 to

80 % in SY2025-2026. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percentage of 6th-8th grade students who score at the (CCR) College and Career level - 4 or 5 - on the Reading EOG will increase from \_46.8%\_ in SY2024-25 to \_52%\_ in SY2025-26 (Aligns to A2.04 & B3.03 and CMS Goal 2)

The percentage of 7th and 8th grade students who score at the College and Career level (CCR) - 4 or 5 - on the Math 1 EOC will increase from 36.4% in SY2024-25 to 60% in SY2025-26 (Aligns to A4.16 and CMS Goal 3, A4.16)

The percentage of 6th-8th grade students who score at the College and Career level (CCR) -4 or 5 - on the Mathematics EOG will increase from 44.7\_% in SY2024-25 to 52% in SY2025-26 (Aligns to A4.01 and CMS Goal 3)

Limited Development  
08/08/2024

<b>How it will look when fully met:</b>	At full implementation, student performance data (universal screeners, MVPAs, common assessments, EOGs, EOCs) will show a decrease in the percentage of students scoring in the lowest 25 percentile. Students performance data will also show an increase in the percentage of students meeting or exceeding their projected universal screener benchmark for the Fall, Winter, and Spring.		<b>Michael Small (non voting member)</b>	<b>06/30/2026</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/10/24	Teachers will use Raider Time (additional block) to remediate and implement interventions throughout the school year.  (Aligns to Goals 2 & 3, Guardrails 1 & 3, and FAM-S 3)		Stephanie Ori	06/01/2026
<i>Notes:</i>				
9/10/24	Attendance and discipline data will be analyzed to determine students needing MTSS support.  (Aligns to Goals 2 & 3, Guardrails 1 & 3, and FAM-S 3)		William Davis and Lisa Cook	06/01/2026
<i>Notes:</i>				
8/8/24	Teachers will receive training on iReady data review and MTSS and how all students should receive instructional support through a multi-tiered system of support.  (Aligns to Goals 2 & 3, Guardrails 1 & 3, and FAM-S 3)  Training: Academic, Behavior, Attendance, Branching Minds		Michael Small	06/30/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>PLC protocol templates will be used to guide content area meetings. Facilitators and teachers will use the PLC protocols to ensure that there is a focus on content area strategies and approaches to learning. IB Unit Content Planners will be utilized in PLC meetings to plan for IB incorporation and implementation into each lesson of the content units.</p> <p>(Aligns to Goal 2 &amp; 3, FAM-S 29)</p>	Limited Development 08/08/2024		
<i>How it will look when fully met:</i>		<p>A 2.04 All teachers are knowledgeable of their content standards in their assigned teaching area. They are actively engaged in the PLC process. All teachers are adjusting their instruction to address the data to meet the needs of all students. The IB key concepts are fully integrated into each lesson and unit.</p> <p>Evidence of full implementation will consist of qualitative data (agenda/minutes from PLC meetings and professional development) as well as quantitative data. Quantitative data to consider and use will include universal screener data, progress monitoring of goals (CMS Goals 2 &amp; 3). Data to consider for 2025-2026 will be:</p> <ul style="list-style-type: none"> <li>The percentage of 6th-8th grade students who score at the (CCR) College and Career level - 4 or 5 - on the Reading EOG will increase from <u>46.8%</u> in SY2024-25 to <u>52%</u> in SY2025-26 (Aligns to A2.04 &amp; B3.03 and CMS Goal 2)</li> <li>The percentage of 7th and 8th grade students who score at the College and Career level (CCR) - 4 or 5 - on the Math 1 EOC will increase from 36.4% in SY2024-25 to 60% in SY2025-26 (Aligns to A4.16 and CMS Goal 3, A4.16)</li> </ul>		Stephanie Ori	06/30/2026
<i>Actions</i>			0 of 4 (0%)		
	8/8/24	<p>PLC protocol templates will be used to guide content area meetings. Facilitators and teachers will use the PLC protocols to ensure that there is a focus on content area strategies and approaches to learning.</p> <p>(Aligns to Goals 2 &amp; 3, FAM-S 29)</p>		Michael Small	06/01/2026
<i>Notes:</i>					

9/10/24	The administrative team will work with PLCs to ensure PLCs are regularly using meaningful assessment data and use student data for instructional decision-making at the classroom-level.  (Aligns to Goals 2 & 3, FAM-S 29)		Dr. Tyler Mavity	06/01/2026
<i>Notes:</i>				
9/10/24	Utilize walkthrough calendar/plan to observe and collect meaningful classroom instructional data upon which to inform professional development needs/topics and coaching needs/topics.  (Aligns to Goals 2 & 3, FAM-S 29)		Genae Green	06/01/2026
<i>Notes:</i>				
9/28/25	Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).		Dr. Tyler Mavity	06/09/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	Currently, all staff has been trained on Capturing Kid's Heart curriculum. All classes consists of social contracts and launch with "Good Things". We are in the beginning stages of implementation. Also, all teachers pay attention to how students are feeling. They help students understand their emotions and learn how to handle them in healthy ways. If a student needs extra help, the teacher will work with counselors and the home to make sure the student gets the support they need to feel safe, happy, and ready to learn.	No Development 08/08/2024		
<b>How it will look when fully met:</b>	<p>At full implementation, all teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.</p> <p>Evidence of full implementation will consist of qualitative data (anecdotal feedback from teachers) as well as quantitative data. Quantitative data to consider and use will include office discipline referrals (ODRs), universal screener data, progress monitoring of goals (CMS Goals 2 &amp; 3) as well as progress monitoring of guardrail goals (Guardrails 2-4). Data to consider for 2025-2026 will be:</p> <ul style="list-style-type: none"> <li>• The percent of students in grades 6-8 scoring Grade Level Proficient (GLP) on the reading and math EOG will increase from 67.6% in SY2024-25 to 74% in SY2025-26 (Aligns to A4.16 and CMS Guardrail 1)</li> <li>• The number of lost instructional days due to OSS will decrease from 436 days in SY2024-25 to 250 days in SY2025-26 (Aligns to CMS Guardrail 2, A4.06)</li> <li>• We will reduce the number of chronically absent students in grades 6-8 by 3.6% from 13.6% in SY2024-25 to 10%in SY2025-26 (Aligns to A4.06 &amp; E1.06 and CMS Guardrail 3)</li> <li>• We will retain 100% of effective teachers in SY 25-26 for SY26-27 (Aligns to CMS Guardrail 4)</li> <li>•</li> </ul>		Genae Green	06/30/2026
<b>Actions</b>		<b>0 of 4 (0%)</b>		
9/10/24	Each grade level administrator, teams, and support staff will create and implement an incentive reward system to support students' positive actions throughout the school year.  (Aligns to Guardrail 3 and FAM-S 31)		Dr. Tyler Mavity	06/01/2026
<i>Notes:</i>				

9/10/24	Capturing Kids' Hearts will be integrated in all classrooms to help boost students' SEL and provide additional leadership opportunities throughout the school year.  (Aligns to Guardrail 3 and FAM-S 31)		Dr. Tyler Mavity	06/01/2026
<i>Notes:</i>				
9/28/25	Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).		William Davis	06/09/2026
<i>Notes:</i>				
8/8/24	Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a)		Dr. Tyler Mavity	06/30/2026
<i>Notes:</i>				