



Southwestern Randolph High School
School Improvement Plan
2025-2026

Comprehensive Progress Report

Mission: Southwestern Randolph High School’s 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: Southwestern Randolph High School is committed to causing high levels of learning for all students in a challenging, collaborative, and safe environment.

- Goals:**
- 2025-2026 GOAL: Eliminate opportunity gaps.
 - 2025-2026 GOAL: Improve School Performance.
 - 2025-2026 GOAL: 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
<i>Initial Assessment:</i>		Sept 2025 The SWRHS Leadership team meets regularly to discuss various data points including Check-in results, EOC, CTE, attendance, course pass/fail rates, etc.	Limited Development 08/23/2025		
<i>How it will look when fully met:</i>		The Leadership Team and other parties consistently and systematically review schoolwide performance data alongside aggregated classroom observation data to drive decision-making. Instructional teams and leadership regularly analyze these data sources to identify strengths, gaps, and trends. Findings directly inform school improvement		Megan Chamblee (October 2022)	06/10/2027

	priorities and professional development planning. Documentation of meeting agendas, data reviews, and action steps demonstrates that decisions about instruction, interventions, and teacher support are evidence-based and aligned with identified student and staff needs. Professional development is responsive to the data, targeted to growth areas, and results in measurable improvements in instructional practice and student outcomes.			
Actions		3 of 6 (50%)		
8/23/25	Our school will implement the evidenced-based practice of conducting a curriculum based measurement of all incoming 9th graders using the CORE Maze Reading Assessment and CORE Vocabulary Assessment.	Complete 09/02/2025	Penny Crooks (May 19. 2025)	09/05/2025
<i>Notes:</i>				
8/23/25	We will analyze 9th grade student data around the CORE literacy assessments to identify gaps at the student level.	Complete 09/05/2025	Penny Crooks (May 19. 2025)	09/16/2025
<i>Notes:</i>				
8/23/25	Using 9th grade CBM data, we will implement targeted small, flexible group interventions to focus on instructional needs of individual students.	Complete 09/08/2025	Penny Crooks (May 19. 2025)	09/16/2025
<i>Notes:</i>				
8/23/25	Identify professional development regarding Curriculum Based Measurement Assessments for Math department		James Needham	12/20/2025
<i>Notes:</i>				
8/23/25	Identify/develop a curriculum based measurement for Math 1.		James Needham	01/16/2026
<i>Notes:</i>				
8/23/25	Progress monitoring data will be collected every 2-3 weeks on the small, flexible intervention groups.		Megan Chamblee	11/28/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		June 2025	Limited Development 07/31/2025		

Our school implements a tiered instructional system aligned with the NC MTSS framework to support students' academic, behavioral, emotional, and attendance needs. Tier I consists of high-quality, standards-based core instruction designed to meet the needs of 80–85% of students. This instruction is differentiated through varied content, teaching strategies, assessments, and learning environments to address diverse learner profiles. Teachers receive ongoing professional development, collaborate regularly in PLCs, and work with instructional coaches and specialists (including EC, ML, and AIG staff) to ensure equitable access to accommodations and modifications.

Tier II interventions provide targeted, small-group instruction for approximately 10–15% of students not adequately progressing in Tier I. For the 3–5% of students with significant academic or behavioral challenges, Tier III offers intensive, individualized supports beyond Tier II interventions. Instruction across all tiers is aligned with state standards and evidence-based practices.

Our instructional teams engage in weekly, structured problem-solving meetings guided by student performance data, benchmark assessments (e.g., i-Ready, NC Check-Ins), and MTSS protocols. These collaborative discussions drive decisions on interventions and instructional adjustments. Progress monitoring occurs every 4–6 weeks for all students and more frequently (weekly or biweekly) for those in Tier II and Tier III interventions, ensuring timely responsiveness to student needs.

While our school demonstrates strong collaboration and data use in supporting student learning, ongoing growth areas include expanding the use of more frequent formative assessments within Tier I and enhancing cross-role collaboration to further promote equity in service access.

How it will look when fully met:

When fully met, we will have consistently implemented a comprehensive, tiered instructional system aligned with the NC MTSS framework that addresses academic, behavioral, emotional, and attendance needs. Tier I instruction is delivered with fidelity and reaches 80–85% of students through high-quality, standards-based, differentiated practices. Tier II and Tier III interventions are being systematically provided for identified students. with clear evidence of

**Kristine Groves
(August 2024)**

06/10/2027

targeted small-group and individualized supports. Instructional teams are engaging in regular (weekly/bi-weekly), data-driven problem-solving meetings using benchmark and formative assessments to guide interventions and instructional adjustments. Progress monitoring is occurring on the established schedule (every 4–6 weeks for all students, weekly/biweekly for Tier II and III), and professional learning and coaching is ensuring staff collaboration across roles (general education, EC, ML, AIG). Data will demonstrate equitable access to supports, consistent use of evidence-based practices, and timely responsiveness to student needs.

Actions		0 of 6 (0%)		
9/10/25	Within the 2025-26 school year, our school identified the following resource inequity, human resource pedagogical knowledge around English as a Second Language learners. As a result, our school plans to mitigate the inequity of comprehensible input by developing 4 teachers' capacity to incorporate visuals and/or graphic organizers with instruction aligned to Power Standards		Megan Chamblee (October 2022)	10/31/2025
<i>Notes:</i>				
9/10/25	Within the 2025-26 school year, our school identified the following resource inequity, human resource pedagogical knowledge around Students with Disabilities. As a result, our school plans to mitigate this inequity by building 4 teachers' capacity to integrate small group instruction to provide explicit instruction and appropriate scaffolds to the EC learner.		Megan Chamblee (October 2022)	10/31/2025
<i>Notes:</i>				
8/23/25	Within the 2025-26 school year, our school will implement the following evidenced-based intervention utilizing graphic organizers (comprehensible input) in English and Social Studies to increase overall performance of English as a Second Language Learners.		Samuel Colli Chan	06/10/2026
<i>Notes:</i>				
8/23/25	Within the 2025-26 school year, our school will implement the following evidenced-based intervention of small group strategies in English II to increase overall performance of Students with Disabilities.		Carla Hulin (May 19, 2025)	06/10/2026
<i>Notes:</i>				
9/3/25	Within the 2026-27 school year, our school will implement the following evidenced-based intervention of small group strategies in all core academic classes to increase overall performance of Students with Disabilities.		Megan Chamblee (October 2022)	06/10/2027

Notes:

9/3/25 Within the 2026-27 school year, our school will implement the following evidenced-based intervention utilizing graphic organizers (comprehensible input) in all core academic classes to increase overall performance of English as a Second Language Learners

Megan Chamblee
(October 2022)

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:		Sept 2025 Instructional teams have been tasked with working together to create non-negotiables and core concepts that will be required for mastery by all students. Additionally, teams are working to take those core concepts and skills and ensure vertical alignment across all levels. With that data, instructional teams are tasked with developing units of instruction and assessment that ensure student access and successful understanding of all non-negotiable concepts and skills at a level that is academically appropriate and challenging for all learners.	Limited Development 08/23/2025		
How it will look when fully met:		Instructional teams collaboratively establish clear non-negotiables and core concepts required for mastery by all students. These concepts and skills are vertically aligned across grade levels and subject areas to ensure coherence and continuity of learning. Using this alignment, teams design and implement units of instruction and common assessments that provide equitable access, academic challenge, and support for all learners. Evidence of full implementation includes documented non-negotiables and vertical alignment maps, completed unit and assessment plans, and student performance data demonstrating consistent mastery of identified core skills and concepts across grade levels.		Megan Chamblee (October 2022)	06/10/2027
Actions			0 of 2 (0%)		
8/23/25	English I and English II curriculum will undergo a review and be revised to align with the English Standards released in 2025-2026. Units of Instruction will be developed.			Dana Thames and Betsy Morris	06/10/2026

Notes:

8/23/25 Math 1 and Math 2 will identify/develop 1+ task(s) aligned to state standards within each unit that will develop/reinforce math fact fluency. Tasks should target automaticity, rate, accuracy, and/or flexibility.

Donald McRoy

06/10/2026

Notes:



School: Southwestern Randolph High School

School Year: 2025-2026

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
CTE/JRTOC	Jessica Cutler (May 19, 2025)		
Cultural Arts/ World Languages	Geovanna Abreu (May 19, 2025)		
Central Office	Dana Albright-Johnson		
Support Services/ Committee Chair	Megan Chamblee (October 2022)		
Physical Education	Chris Chapman (May 19, 2025)		
English as a Second Language	Samuel Colli Chan (September 2025)		
English	Penny Crooks (May 19, 2025)		
Parent	Holly Farmer (December 2024)		
Assistant Principal	Kristine Groves (August 2024)		
Social Studies	Tiffany Hammer (May 19, 2025)		
Exceptional Children	Carla Hulin (May 19, 2025)		
Classified Staff	Karen Kearns (May 19, 2025)		
Math	Jamie Kent (May 19, 2025)		
Athletics	Matthew Kiser (May 19, 2025)		

Principal	Jonathan Lanier (July 1, 2025)		
Media Center	Betsy Morris (May 19, 2025)		
Science	Thomas Soja (May 19, 2025)		
Student Services	Tina Trotter (May 19, 2025)		
Central Office	Meredith Weipert		
Assistant Principal	Jeffrey Welch (March 2024)		



NCStar/SIP Mandatory Components

School Name: Southwestern Randolph High School

School Year: 2025-2026

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 are provided a duty-free 25-minute lunch period. We can do this because only those teachers with third block planning or non-classroom staff are assigned supervision during lunches, so that they can have their duty-free lunch outside of their assigned duty time.

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.

SWRHS does not have assigned duties during a teacher's planning period. SWRHS has scheduled all mandatory Planning Block Meetings, Test Administration training, and optional PD sessions to ensure that teachers' planning periods are protected as much as possible. Substitutes and non-teacher Certified staff members are used to cover classes as much as possible. Most weeks, teachers will have five 90-minute planning periods, equivalent to 7.5 hours of planning time.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

The SWRHS School Counselors travel to the middle school to provide information and assist eighth-grade students with the registration process during the spring semester. All eighth-grade students are also brought to SWRHS during the spring semester to tour the school.

In previous years, a Curriculum night was held in February for eighth-grade students and their parents to meet with teachers, administrators, and school counselors and ask questions about core and elective courses. However, poor attendance caused the cancellation of this event. The SWRHS Administrative Team is communicating about the possibility of bringing this event back for our future students.

An open house is held before the beginning of school in August to provide students and parents with additional information, help students find their way around campus, and meet their teachers. SWRHS has counselors, a student advocate, a social worker, and administrators who communicate with their middle school counterparts to better prevent at-risk students from becoming lost during the transition from middle to high school. The EC department, the 504 Coordinator, and ESL teacher also communicate with the appropriate staff at the middle school to be aware of and prepared for transitioning at-risk students.