



**New Market Elementary School**  
**School Improvement Plan**  
**2022-2023**

## Comprehensive Progress Report

**Mission:** Together we will develop life-long learners by preparing and inspiring students to be literate, responsible, productive members of a diverse society.

**New Market Elementary School believes:**

...in a warm, welcoming environment where students are respectful, responsible and accountable.

...education is the responsibility of all stake holders (students, faculty, parents and the community).

...students are actively engaged in the learning process and are taught sensitivity toward social diversity.

**Vision:**

...each student is unique; therefore, different learning styles are addressed and accommodations made which enable maximum achievement.

...students are safe and important; their opinions and work are treated as significant.

...all students can learn and be successful!

**Goals:**

New Market Elementary School will increase our English Language Arts composite End of Grade proficiency from 52.5% to 62.5% as evidenced by Spring 2023 test scores. (A2.04, A2.20, A4.01, B1.03, B.303, C.201)

New Market Elementary School will increase our Math End of Grade proficiency from 62.7% to 72.7% as evidenced by Spring 2023 test scores. (A2.04, A2.20, A4.01, B1.03, B.303, C.201)

New Market Elementary School will increase our Science End of Grade proficiency from 64.4% to 74.4% as evidenced by Spring 2023 test scores. (A2.04, A2.20, A4.01, B1.03, B.303, C.201)

New Market Elementary School will increase our FAM-S percentage for communication and collaboration from 33% to 50% during the 2022-2023 school year. (A4.06, A4.16, B1.03, C2.01, E1.06)



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Dimension A - Instructional Excellence and Alignment**

**Effective Practice:**

**High expectations for all staff and students**

|                            | 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 |
|----------------------------|-----|-------|--|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> |     |       | <p>All teachers establish their own classroom procedures and review expectations with their students. Protocol varies by grade/classroom, including "Give me five...", raise their hand, turn off lights, etc. Many of our teachers are now utilizing the "Class Dojo" app to communicate behavior with parents throughout the day.</p> <p>2/28/19</p> <p>All teachers should have behavioral expectations posted in all classrooms . Each class can establish their own procedures and expectations and can be tied into behavior management. By next year, we are expected to have a school wide behavioral expectations established (SIT will discuss at retreat)</p> <p>2/11/2020</p> <p>Indicator A1.07: DoJo</p> <p>Ways that we are using the DOJO app in classes are as follows: positive and negative behavior, pictures of flyers, parent/teacher communication, class story and student portfolios. We discussed the possibility to try to use DOJO to communicate to parents when there is an emergency - for example the tornado warning.</p> <p>11/19/20</p> <p>Indicator A 1.07</p> <p>All teachers employ effective classroom management and positively enforce rules. This goes along with major and minor discipline matrix.</p> <p>Every teacher needs to make sure that each student has a behavior documentation form. This should be completed each time an incident occurs. These should be kept in a folder. Once there are 4 minor offenses, it becomes a major offense and it gets referred to administration. Complete the Discipline Referral Form via Google Forms in order for the administration to get the student.</p> <p>When telling parents about discipline, phone calls are preferred over Dojo/email.</p> <p><b>1/21/2021</b></p> | Limited Development<br>09/05/2017 |             |             |

|   |  |                      |                    |                   |
|---|--|----------------------|--------------------|-------------------|
|   | <p>We currently have a minor/major behavior and consequence matrix that the entire staff utilizes. As a part of the process, staff member are now entering in office referrals through a google form which allows for administration to get information immediately. We are finding that this system is more efficient in relation to consequences, expectations, and communication between staff and administration.</p> <p>The team reminded all staff members that Classroom DOJO is a school expectation. We are utilizing private messages and class story postings to keep all parents informed. Administration is also utilizing this to maintain 2 way communication with parents.</p> |                      |                    |                   |
|   | <p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>   |                      |                    |                   |
| <b>How it will look when fully met:</b> | <p>School-wide signal for when students should get quiet and listen to the speaker. All students understand and follow expectations. Adults follow through with established consequences.</p> <p>8-6-2018</p> <p>Student behavior expectations are consistent across grade levels. Classrooms operate efficiently, and all students are respected and participate actively in instruction. Positive reinforcement is utilized first, and strategies put in place to address individual student needs. Policies and procedures are taught and modeled early on and consistently.</p>  |                      | <b>Justin Pugh</b> | <b>12/23/2022</b> |
| <b>Actions</b>                          |  | <b>9 of 10 (90%)</b> |                    |                   |
| 12/5/17                                 | Ms. Tonya Bane will convene a committee to compose a survey to send to all staff members. Once the survey is sent the committee will discuss results. Once a school wide signal is agreed upon Ms. Bane will present to the staff.   | Complete 12/12/2017  | Tonya Bane         | 12/15/2017        |
| <i>Notes:</i>                           |  |                      |                    |                   |
| 8/29/18                                 | Kindergarten will establish classroom rules and expectations. They will model, post expectations and reinforce as needed.  | Complete 11/01/2018  | Justin Pugh        | 11/01/2018        |
| <i>Notes:</i>                           |  |                      |                    |                   |
| 8/29/18                                 | First grade will establish classroom rules and expectations. They will model, post expectations and reinforce as needed.   | Complete 11/01/2018  | Justin Pugh        | 11/01/2018        |

|   |  |                     |                  |            |
|---|--|---------------------|------------------|------------|
| <i>Notes:</i>   |  |                     |                  |            |
| 8/29/18   | Second Grade will establish classroom rules and expectations. They will model, post expectations and reinforce as needed.  | Complete 11/01/2018 | Justin Pugh      | 11/01/2018 |
| <i>Notes:</i>   |  |                     |                  |            |
| 8/29/18   | Third Grade will establish classroom rules and expectations. They will model, post expectations and reinforce as needed.   | Complete 11/01/2018 | Justin Pugh      | 11/01/2018 |
| <i>Notes:</i>   |  |                     |                  |            |
| 8/29/18   | Fourth Grade will establish classroom rules and expectations. They will model, post expectations and reinforce as needed.  | Complete 11/01/2018 | Justin Pugh      | 11/01/2018 |
| <i>Notes:</i>   |  |                     |                  |            |
| 8/29/18   | Fifth Grade will establish classroom rules and expectations. They will model, post expectations and reinforce as needed.   | Complete 11/01/2018 | Justin Pugh      | 11/01/2018 |
| <i>Notes:</i>   |  |                     |                  |            |
| 8/29/18   | School will collaborate vertically to establish consistent school-wide rules and expectations.   | Complete 05/27/2020 | Kristen McClosky | 06/10/2020 |
| <i>Notes:</i>   |  |                     |                  |            |
| 9/23/19   | All classroom teachers will utilize the DOJO application to provide positive reinforcements, and constant parent communication.  | Complete 05/27/2020 | Kristen McClosky | 06/10/2020 |
| <i>Notes:</i> 5-57-2020<br>All classroom teachers are utilizing DOJO to assist with parent communication. |  |                     |                  |            |
| 9/16/20   | Develop and implement Minor/major behaviors that staff will use to assist them with classroom behavior management.   |                     | Brittany Teague  | 12/23/2022 |
| <i>Notes:</i>   |  |                     |                  |            |
| <b>Implementation:</b>  |  | 09/16/2020          |                  |            |
| <b>Evidence</b>   | 5/27/2020<br>We developed a school wide discipline matrix to assist with student expectations.<br><br>9/16/2020<br>Based on our Teacher Working Condition Survey, we need to continue to work on school wide expectations and behavior/consequences. |                     |                  |            |
| <b>Experience</b>   | 5/27/2020  |                     |                  |            |
| <b>Sustainability</b>   | 5/27/2020  |                     |                  |            |

| Core Function:             |     |       | Dimension A - Instructional Excellence and Alignment  |                                   |             |             |
|----------------------------|-----|-------|---|-----------------------------------|-------------|-------------|
| Effective Practice:        |     |       | Curriculum and instructional alignment  |                                   |             |             |
|                            | 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>5-24-2022</p> <p>As a team we would like for our CFA's to be created as a team based on the standards with the end in mind. We have completed more CFA's this school year but we are still not where we want to be with this action step. We are going to move forward with working together to plan a CFA instead of just one member creating and sharing.</p> <p>We have quarterly grade level planning sessions, and we use common quarterly planning templates across all grade levels. However, weekly lessons are not always common across grade levels (not the format and not the activities). Exceptional Children(EC)and Academically/Intellectually Gifted (AIG) does not have planning time with the grade levels. Math Investigations is organized into units in grades that use that resource. We also have Randolph County School System pacing guides that help to guide pacing of instruction.</p> <p>1-15-2019</p> <p>The only action step that we are not fully implementing is the one that deals with Science vocabulary. Every grade level is working on Science vocabulary, but these terms are not documented in weekly and quarterly lesson plans so that specialist can help with concepts. We discussed that these need to be added to all lesson plans.</p> <p>8/6/2019</p> <p>Based on SIT discussions, it was evident that teachers were not explicitly teaching vocabulary to students in all core content areas. The teacher focus has been on Math and Language Arts vocabulary but not all content areas. We see the need to incorporate science vocabulary in all grade levels.</p> | Limited Development<br>05/03/2017 |             |             |

2/11/2020

Indicator A2.04: Science Vocabulary in weekly lesson plans

Science vocabulary would be included in all weekly lesson plans if they are not already done so. Not everyone has been incorporating them in the lesson.

6/1/2020

We were not incorporating Science vocabulary in all grade levels.

12/03/20

Indicator: A2.04

Standards-aligned instruction on each grade level. This includes Science vocabulary in the curriculum. Some grade levels are alternating Science and Social Studies. Science vocabulary words need to be included in lesson plans for documentation

|  |  |                     |                   |            |
|--|--|---------------------|-------------------|------------|
| <p><b>How it will look when fully met:</b></p> | <p>5-24-2022</p> <p>As a team we would like for our CFA's to be created as a team based on the standards with the end in mind. We will meet at each grade level to come up with an assessment based the end in mind.</p> <p>Each subject and each grade level will have standards-aligned units of instruction. The school would use academic vocabulary K-5 and integrate and coordinate units of study. They will collaborate with instructional support staff and BEP teachers.</p> <p>Teachers will work with Lead Teacher to develop Math CFA's to assess student progress. Teachers will take the data collected from CFA's and develop remediation/acceleration plans to meet specific student needs.</p> |                     | Justin Pugh       | 06/09/2023 |
| <b>Actions</b>                                 |  | <b>3 of 6 (50%)</b> |                   |            |
| 8/29/18  | "Staff will participate in vertical planning sessions monthly to collaborate with other grade level teachers and specialists.  | Complete 06/10/2019 | Marina Bonomo     | 06/10/2019 |
| <i>Notes:</i>                                  |  |                     |                   |            |
| 9/13/17  | Staff will utilize at universal place (Google Docs) to upload quarterly and weekly lesson plans to be shared by all.   | Complete 06/01/2020 | Wende Henderson   | 06/05/2020 |
| <i>Notes:</i>                                  |  |                     |                   |            |
| 8/29/18  | Teachers will integrate CCSS science vocabulary in their weekly lesson plans.  | Complete 06/01/2022 | Stephanie Huffman | 06/01/2022 |
| <i>Notes:</i>                                  |  |                     |                   |            |
| 11/4/22  | Flyleaf Decodable Readers will be purchased with Title 1 funds to support all students in skill based reading.   |                     | Stephanie Huffman | 06/14/2022 |
| <i>Notes:</i>                                  |  |                     |                   |            |
| 9/16/20  | Create and analyze standards aligned CFA's in Math for all grade levels.   |                     | Stephanie Huffman | 06/01/2023 |
| <i>Notes:</i>                                  |  |                     |                   |            |
| 9/14/22  | Quarterly planning days will be provided for teachers 3 times a year and substitutes will be paid for using Title 1 funds.   |                     | Stephanie Huffman | 06/08/2023 |
| <i>Notes:</i>                                  |  |                     |                   |            |

|                            |  | A2.20 | All teachers use appropriate technological tools to enhance instruction.(5306)   | Implementation Status             | Assigned To | Target Date |
|----------------------------|--|-------|--|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> |  |       | <p>Teachers currently use a variety of online resources. We do not have a lot of technology available for students to use in the classroom. Teachers utilize Chromebooks primarily during Guided Reading. Each classroom goes to computers as part of their specials rotation. During this time, students are engaged with various programs - Google Slides, etc.</p> <p>1-15-19</p> <p>We are using available online resources to enhance instruction. We are just now getting our Flocabulary and pebble Go subscriptions so that will get better for the remainder of the school year. Grades 3-5 are using Education Galaxy. Due to the lack of available technology, we are slowly finding ways to implement and have students participate in lessons more frequently. Flocabulary is new this year, so we discussed until everyone gets more comfortable with the format, they need to document specific lesson in their weekly plans.</p> <p>2/11/2020</p> <p>Indicator: A2.20 Google Classroom (3-5), Education Galaxy (K-5), Chromebooks across curriculum (K-5)</p> <p>All students and teachers grades 3-5 should be utilizing Google Classroom. 5th grade is using it on a daily basis. 4th grade has experimented with Google Classroom. Grades 2-3 are using Google Classroom for all lessons in the lab with Mrs. Altman. Education Galaxy should be used in all grades Kindergarten through 5th grades. We received an update from all grade levels to assess the level of interaction with the program. Chromebooks are being used in all grade levels K-5 on a daily basis. The teachers are really stepping out and becoming more comfortable with using the Chromebooks for different activities.</p> <p>12/03/20:</p> <p>Indicator A2.20: Teachers use appropriate technological tools to enhance instruction</p> | Limited Development<br>08/31/2018 |             |             |

|   |  |                       |                    |                   |
|---|--|-----------------------|--------------------|-------------------|
|   | We are definitely doing well with this due to all of the virtual learning. All grade levels are doing this each and every day. (Google Meets, Canvas, etc.) Kids are more proficient with technology as well. There are still a few students who do not have internet and/or device access. 1st grade has had to remind students and parents that they are still responsible for Canvas assignments. |                       |                    |                   |
| <b>How it will look when fully met:</b> | Teachers will have access to technology (Chromebooks) at any point in time. Students will be able to use technology in the classroom to supplement their classroom core instruction. Teachers will be comfortable with utilizing various online resources to enhance their instructional presentation of core curriculum. Teachers in grades 3-5 will be using CANVAS for ELA and Math.              |                       | <b>Justin Pugh</b> | <b>06/10/2023</b> |
| <b>Actions</b>                          |  | <b>16 of 20 (80%)</b> |                    |                   |
| 8/31/18                                 | Third through Fifth grade teachers will use Education Galaxy for acceleration and remediation of students in Reading and Math.   | Complete 06/10/2019   | Betsey Altman      | 06/10/2019        |
| <i>Notes:</i>                           |  |                       |                    |                   |
| 8/31/18                                 | K-2 teachers will use Pebble Go to supplement the Science and Social Studies curriculum.   | Complete 06/10/2019   | Betsey Altman      | 06/10/2019        |
| <i>Notes:</i>                           |  |                       |                    |                   |
| 8/31/18                                 | Kindergarten will incorporate Flocabulary in their weekly lesson plans to help develop vocabulary skills for their students.   | Complete 06/10/2019   | Angela Lanier      | 06/10/2019        |
| <i>Notes:</i>                           |  |                       |                    |                   |
| 8/31/18                                 | First grade will incorporate Flocabulary in their weekly lesson plans to help develop vocabulary skills for their students.  | Complete 06/10/2019   | Angela Lanier      | 06/10/2019        |
| <i>Notes:</i>                           |  |                       |                    |                   |
| 8/31/18                                 | Second grade will incorporate Flocabulary in their weekly lesson plans to help develop vocabulary skills for their students.   | Complete 06/10/2019   | Angela Lanier      | 06/10/2019        |
| <i>Notes:</i>                           |  |                       |                    |                   |
| 8/31/18                                 | Third grade will incorporate Flocabulary in their weekly lesson plans to help develop vocabulary skills for their students.  | Complete 06/10/2019   | Angela Lanier      | 06/10/2019        |
| <i>Notes:</i>                           |  |                       |                    |                   |
| 8/31/18                                 | Fourth grade will incorporate Flocabulary in their weekly lesson plans to help develop vocabulary skills for their students.   | Complete 06/10/2019   | Angela Lanier      | 06/10/2019        |
| <i>Notes:</i>                           |  |                       |                    |                   |

|               |   |                     |                   |            |
|---------------|---|---------------------|-------------------|------------|
| 8/31/18       | Fifth grade will incorporate Flocabulary in their weekly lesson plans to help develop vocabulary skills for their students.                                     | Complete 06/10/2019 | Angela Lanier     | 06/10/2019 |
| <i>Notes:</i> |   |                     |                   |            |
| 9/23/19       | Kindergarten through 5th Grade classrooms will utilize the Education Galaxy program.  | Complete 06/10/2020 | Betsey Altman     | 06/10/2020 |
| <i>Notes:</i> |   |                     |                   |            |
| 9/23/19       | Provide mandatory technology training for all staff members.  | Complete 06/10/2020 | Betsey Altman     | 06/10/2020 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/31/18       | First grade teachers will integrate the use of Chromebooks across curriculum areas.   | Complete 06/07/2022 | Marina Bonomo     | 06/10/2022 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/31/18       | Kindergarten teachers will integrate the use of Chromebooks across curriculum areas.  | Complete 06/07/2022 | Marina Bonomo     | 06/10/2022 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/31/18       | Second grade teachers will integrate the use of Chromebooks across curriculum areas.  | Complete 06/07/2022 | Marina Bonomo     | 06/10/2022 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/31/18       | Third grade teachers will integrate the use of Chromebooks across curriculum areas.   | Complete 06/07/2022 | Marina Bonomo     | 06/10/2022 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/31/18       | Fourth grade teachers will integrate the use of Chromebooks across curriculum areas.  | Complete 06/07/2022 | Marina Bonomo     | 06/10/2022 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/31/18       | Fifth grade teachers will integrate the use of Chromebooks across curriculum areas.   | Complete 06/07/2022 | Marina Bonomo     | 06/10/2022 |
| <i>Notes:</i> |   |                     |                   |            |
| 9/14/22       | Title I funds will be used to purchase 9 Clear Touch Panels to support active engagement and increase student achievement.                                      |                     | Stephanie Huffman | 06/08/2023 |
| <i>Notes:</i> |   |                     |                   |            |
| 9/14/22       | Title 1 funds will be used to purchase 36 Chromebooks to support student learning in the classrooms.  |                     | Stephanie Huffman | 06/08/2023 |
| <i>Notes:</i> |   |                     |                   |            |
| 9/14/22       | Title 1 funds will be used to purchase Generation Genius and a Pebble Go subscription to increase student learning in math, science, and english language arts. |                     | Stephanie Huffman | 06/08/2023 |

Notes:

9/16/20

Teachers will incorporate CANVAS into their instruction to accommodate face to face and remote learning.

Stephanie Huffman

06/10/2023

Notes:

**Core Function:**

**Dimension A - Instructional Excellence and Alignment**

**Effective Practice:**

**Student support services**

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:**

NME is implementing new MTSS processes as training is received from the district. Many PLC's at our school do not do CFA's, therefore we lack CFA data. Small group instruction in reading is implemented daily as well as math groups. We have a problem solving team that develops tiered strategies for students in need of additional support. EC and other support staff do not always use strategies that are the same as classroom strategies.

3-4-2021

All grade levels are now implementing math stations consistently throughout the week. These stations are driven by current data collection from classroom assignments, CFA data and NC Check In data. All classroom teachers are maintaining their Data Capture sheets for all at-risk students. This sheet documents interventions and data to support continued efforts.

Limited Development  
05/03/2017

Priority Score: 3

Opportunity Score: 2

Index Score: 6

|   |   |  |             |            |
|---|---|--|-------------|------------|
| <b>How it will look when fully met:</b> | <p>Classroom teachers will gather and document more formative data throughout the school year. Teachers will work together with MTSS team to utilize multiple sources of formative and summative data. The school will have clearly defined intervention tiers with teams of problem solvers and strategists at tiers 1, 2, and 3. MTSS team will have a representative from each grade level who will be the leader of their grade level Tier 1 Problem Solving team. In tier 2 teachers will bring data from formative assessments completed during classroom intervention steps to PLC's and the MTSS grade level Representative. In tier 3 data is brought in front of MTSS team who will then provide more intensive one on one intervention. Tier 1 will include 80% of student population helped by classroom teacher. Tier 2 will include 10%-15% of student population helped by the PLC Problem Solving Team. Tier 3 will include 3%-5% of student population helped by school MTSS team. SMART Goal: Prior to bringing a student to the MTSS team, 100% of teachers will have implemented tiers 1 &amp; 2 to fidelity with sufficient documentation.</p> <p>8-6-2018</p> <p>Students will be assessed (CFA's) on a regular basis and grouped based on needs. Enrichment/Remediation will be offered to all students to help them master grade level goals. Teachers will create tiered activities in daily instruction (ELA and Math).</p> <p>1-29-2019</p> <p>We are conducting remediation every day in all schedules. Most grade levels are teaching Math during Remediation Block and Reading during Guided Reading. All certified and classified staff are working with students during Guided Reading. When asked about Math Stations - kindergarten, first grade, second grade, and 5th grades are doing Math stations during the week.</p> |  | Justin Pugh | 06/09/2023 |
|---|---|--|-------------|------------|

| Actions  |  | 24 of 29 (83%)      |                |            |
|--|--|---------------------|----------------|------------|
| 5/30/17  | MTSS notebook will be scanned into digital format and placed on school website for easy access for teachers.   | Complete 08/28/2017 | Kaye Williams  | 08/31/2017 |
| Notes:   |  |                     |                |            |
| 5/30/17  | Invite Laurie Sypole to lead staff development on MTSS Tiers and how to use them effectively.  | Complete 09/12/2017 | Sharon Wallace | 09/15/2017 |
| Notes:   |  |                     |                |            |
| 3/23/18  | Schedule Tier 1 MTSS training with Laurie Sypole   | Complete 02/20/2018 | Kimberly Bowie | 02/20/2018 |
| Notes:   |  |                     |                |            |
| 3/23/18  | Staff will participate in training about using differentiated instruction in the classroom with Laurie Sypole.   | Complete 03/28/2018 | Kimberly Bowie | 03/30/2018 |
| Notes:   |  |                     |                |            |
| 5/30/17  | Cheryl Rebert will facilitate data meetings.   | Complete 04/20/2018 | Cheryl Rebert  | 05/31/2018 |
| Notes:   |  |                     |                |            |
| 5/30/17  | PLC's will meet at least three times per quarter to discuss interventions for at risk students based on data gathered from CFA's, student work samples, Benchmark Assessments, mCLASS, Read to Achieve (RTA), End-of-Grade test results, Beginning-of-Grade 3rd grade results, K-2 Math Assessments, and any other pertinent documentation. PLC's will document meetings and meeting notes. These notes will be recorded in a Google Form and submitted to Kim Bowie after each meeting. | Complete 05/30/2018 | Cheryl Rebert  | 06/08/2018 |
| Notes: *Form created by Kaye Williams.<br>*Set to notify Cheryl Rebert and Sharon Wallace when filled. |  |                     |                |            |
| 8/29/18  | All available certified staff will assist with providing small group individualized instruction for all students at New Market Elementary.   | Complete 11/01/2018 | Melanie Myers  | 11/01/2018 |
| Notes:   |  |                     |                |            |
| 8/29/18  | All grade levels will conduct daily remediation / enrichment activities for students.  | Complete 12/20/2018 | Tonya Bane     | 12/20/2018 |
| Notes:   |  |                     |                |            |
| 8/29/18  | Kindergarten will conduct guided reading groups daily.   | Complete 06/10/2019 | Tonya Bane     | 06/10/2019 |
| Notes:   |  |                     |                |            |
| 8/29/18  | First grade will conduct guided reading daily.   | Complete 06/10/2019 | Tonya Bane     | 06/10/2019 |
| Notes:   |  |                     |                |            |
| 8/29/18  | Second grade will conduct guided reading daily.  | Complete 06/10/2019 | Tonya Bane     | 06/10/2019 |

|               |   |                     |                |            |
|---------------|---|---------------------|----------------|------------|
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | 3rd grade will conduct guided reading daily.  | Complete 06/10/2019 | Tonya Bane     | 06/10/2019 |
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | Fourth grade will conduct guided reading daily.   | Complete 06/10/2019 | Tonya Bane     | 06/10/2019 |
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | Fifth grade will conduct guided reading 3 times a week.   | Complete 06/10/2019 | Tonya Bane     | 06/10/2019 |
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | All available classified staff will assist with providing small group individualized instruction for all students at New Market Elementary. | Complete 06/10/2019 | Melanie Myers  | 06/10/2020 |
| <i>Notes:</i> |   |                     |                |            |
| 9/23/19       | MTSS training provided by Mrs. Bowie and Mrs. Laurie Sypole.  | Complete 06/10/2020 | Kimberly Bowie | 06/10/2020 |
| <i>Notes:</i> |   |                     |                |            |
| 9/23/19       | Classroom teachers will complete Data Captures sheet to address interventions needed for all at risk students.                              | Complete 06/10/2020 | Alison Wells   | 06/10/2020 |
| <i>Notes:</i> |   |                     |                |            |
| 9/23/19       | Weekly Tier 2 PLC meetings to address specific student needs.   | Complete 06/10/2020 | Alison Wells   | 06/10/2020 |
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | kindergarten will implement math stations at least 3 times a week.  | Complete 06/10/2019 | Alison Wells   | 06/10/2021 |
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | First grade will implement math stations at least 3 times a week.   | Complete 06/10/2019 | Alison Wells   | 06/10/2021 |
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | Second grade will implement math stations at least 3 times a week.  | Complete 06/10/2019 | Alison Wells   | 06/10/2021 |
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | Third grade will implement math stations at least 3 times a week.   | Complete 06/07/2022 | Alison Wells   | 06/10/2022 |
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | Fourth grade will implement math stations at least 3 times a week.  | Complete 06/07/2022 | Alison Wells   | 06/10/2022 |
| <i>Notes:</i> |   |                     |                |            |
| 8/29/18       | Fifth grade will implement math stations at least 3 times a week.   | Complete 06/07/2022 | Alison Wells   | 06/10/2022 |
| <i>Notes:</i> |   |                     |                |            |
| 9/14/22       | Title I funds will be used to purchase high interest guided reading books from Literacy Footprints to support all tiers of students.        |                     | Lisa Frazier   | 06/08/2023 |
| <i>Notes:</i> |   |                     |                |            |

|                 |          |   |                       |                   |             |
|-----------------|----------|---|-----------------------|-------------------|-------------|
|                 | 9/14/22  | Title I funds will be used to purchase Leveled Literacy Intervention kits. This will support students in all tiers.   |                       | Stephanie Huffman | 06/08/2023  |
| Notes:          |          |   |                       |                   |             |
|                 | 9/27/22  | Title 1 funds will be used to purchase Scholastic News and Storyworks to meet students on all academic levels. They will be used to differentiate instruction during guided reading, shared reading and science/social studies. |                       | Stephanie Huffman | 06/10/2023  |
| Notes:          |          |   |                       |                   |             |
|                 | 9/16/20  | Teachers will identify at risk students to provide interventions specific to student needs and monitor student progress with Data Capture sheet.  |                       | Alison Palmore    | 06/10/2023  |
| Notes:          |          |   |                       |                   |             |
|                 | 10/25/22 | Title 1 funds will be used to purchase 2 reading specialist that will serve primarily kindergarten-3rd grade students.  |                       | Stephanie Huffman | 06/14/2023  |
| Notes:          |          |   |                       |                   |             |
| Implementation: |          |   | 06/01/2018            |                   |             |
| Evidence        |          | 5/30/2018<br>MTSS minutes<br>PLT Minutes<br>MTSS training sign in sheets<br><br>MTSS Sign In sheets, PLT minutes and agendas.   |                       |                   |             |
| Experience      |          | 5/30/2018<br>The staff members learned a great deal with the multiple MTSS trainings that were provided throughout the school year.   |                       |                   |             |
| Sustainability  |          | 5/30/2018<br>We will need to continue to implement strategies and interventions that support student learning. The is also means that we will need to become more efficient in data collection and analysis.                    |                       |                   |             |
|                 |          | A4.03<br>Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)  | Implementation Status | Assigned To       | Target Date |

|                            |  |                                   |  |  |
|----------------------------|--|-----------------------------------|--|--|
| <b>Initial Assessment:</b> | <p>Staff members have gone through MTSS training to become more efficient at differentiating instruction and meeting each student's individual needs. We utilize data folders, but it varies among grade level. Most data collected is quarterly, and it is not ongoing on a daily or weekly basis. We meet multiple times a month to discuss students and their needs. Teachers continue to struggle with data collection and implementing strategies.</p> <p>3-4-2021</p> <p>We are conducting Tier 2 discussion weekly with the Guidance Counselor and administration team. These meetings consist of discussing student needs, progress, interventions, and data. We are incorporating our monthly data days to meet with students individually to discuss their own data and develop goals for each on of them. Students and staff complete a form to document the meeting and send home for students to share with parents. We are also utilizing our Data Folders with students, although we do believe that there are some changes that will need to take place next year to help them be more of a daily reflection for students.</p> | Limited Development<br>09/18/2020 |  |  |
|----------------------------|--|-----------------------------------|--|--|

|  |   |                            |                       |                   |
|--|---|----------------------------|-----------------------|-------------------|
| <p><b>How it will look when fully met:</b></p> | <p><b>Data Folders</b>-Students will be collecting ongoing data to track academics and behavior. They will use the data to set personal goals and reflect on their progress in meeting these goals.</p> <p><b>Data Captures</b>-Teachers will be identifying students who are at-risk. They will implement weekly strategies and monitor student progress. Teachers will drill down data in order to identify specific strengths and weaknesses students struggle with.</p> <p><b>Weekly Tier II Meetings</b>-Grade level teachers meet with a small team to discuss students who are in data captures and are identified as needing additional help. Data captures have been implemented, however, the student continues to make minimal progress. Therefore, the team collaborates and identifies new intervention strategies that provide more intensive support.</p> <p><b>MTSS after school team meetings (Tier III)</b>-Students who have been in Tier II and are making minimal progress will be referred to the MTSS team. The MTSS team is comprised of various members who represent different areas of expertise. They will meet to discuss new strategies to implement with students who continue to struggle. They will also determine if further testing is needed for students presented to the MTSS team.</p> |                            | <p>Alison Palmore</p> | <p>06/09/2023</p> |
| <p><b>Actions</b></p>                          |   | <p>2 of 4 (50%)</p>        |                       |                   |
| <p>9/18/20</p>                                 | <p>Staff will participate in weekly Tier II discussions led by the MTSS chairperson. Teachers will discuss students and identify intervention strategies.</p>   | <p>Complete 06/01/2021</p> | <p>Alison Palmore</p> | <p>06/10/2021</p> |
| <p>Notes:</p>                                  |   |                            |                       |                   |
| <p>9/18/20</p>                                 | <p>The school will have a MTSS multidisciplinary team to discuss students continue to struggle despite classroom interventions. The team will meet 2-3 times a month based on student needs.</p>  | <p>Complete 06/01/2021</p> | <p>Alison Palmore</p> | <p>06/10/2021</p> |
| <p>Notes:</p>                                  |   |                            |                       |                   |
| <p>9/18/20</p>                                 | <p>Students will use data folders to create personal goals and reflect on their progress.</p>   |                            | <p>Justin Pugh</p>    | <p>06/10/2023</p> |
| <p>Notes:</p>                                  |   |                            |                       |                   |
| <p>9/18/20</p>                                 | <p>Teachers will identify and track progress of at-risk students with data captures sheet.</p>  |                            | <p>Justin Pugh</p>    | <p>06/10/2023</p> |

Notes:

|                            | 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 |
|----------------------------|-----|-------|--|-----------------------------------|-------------|-------------|
| <b>Initial Assessment:</b> |     |       | <p>2nd Step lessons are taught in all classrooms. Every classroom has understood behavior expectations and classroom management plans. We have support staff that includes the school social worker, nurse, and school counselor. Our district has created an Assist team for traumatic events that would make available additional personnel to our school. Our staff does need more training to help students manage their emotions and implement a system of care.</p> <p>8-6-2018</p> <p>Second step lessons are taught to students as needed in the classroom. Teachers reach out to the counselor, nurse, and social worker to provide additional support to students in need.</p> <p>1-15-19</p> <p>Not all grade levels are implementing Second Step on a weekly basis. 1st grade was the only grade level that is doing it consistently. Mrs. Bowie reminded the team that the expectation from the district is weekly lessons. Mrs. Wells volunteered to assist when needed. We discussed how we can start implementing one action step that we had not addressed (check in person for at-risk kids). Teachers will contact Wells and Bowie if they have a student that will benefit from this.</p> <p>2/11/2020</p> <p>Indicator: A4.06 Second Step and Guidance Referrals</p> <p>Second Step is being implemented Kindergarten through 5th grades. The assistants are doing a great job with the Second Step lessons. Everyone at SIT likes having the Second Step program incorporated in the BEP rotation. Staff is not utilizing the Guidance referrals on the Google Site to recommend individual student support. The students in the upper grades are using their forms to ask for a time to meet with Mrs. Palmore (Wells). Mrs. Palmore will resend the link for teachers to have access to.</p> | Limited Development<br>05/03/2017 |             |             |

11/19/2020

Indicator: A.4.06

This involves teaching Second Step with fidelity. Kindergarten has been teaching Second Step during recess on PE days, and they are on Lesson 5. 2nd Grade has done some SEL lessons but not Second Step. 3rd grade is doing Second Step lessons at the beginning of Google Meets on Wednesdays. If you haven't begun teaching Second Step Lessons and need a kit, see Mrs. Palmore or Ms. Bonomo for one. Mrs. Palmore will be distributing documentation forms soon.

Staff SEL Modules- The first and second modules are available on Canvas. The first one should've been completed by the end of October. The second one should be completed by the end of November. In addition, Sex Trafficking Training- Should be completed before leaving for Christmas (in an email sent by Bowie).

**1/21/2021**

The team discussed that due to the COVID pandemic and switching from face to face to remote instruction that this is an area that we have not focused on this year. Although, we discussed the increased need for social emotional learning due to the COVID pandemic. Team members will go back to their grade levels and implement a weekly lesson for all students. All staff members continue to participate in the SEL monthly training modules provided by the Central Services.

***How it will look when fully met:***

At New Market all teachers will help students learn how to manage their emotions. Teachers at New Market will be attentive to their students emotional well being. If a problem develops teachers will use the Problem-Solving team to find additional interventions needed for each case.

8-6-2018

All staff members know plans that are in place to aid students in managing emotions. Second Step is taught on a regular basis in classrooms. PBIS strategies are implemented daily.

**Justin Pugh**

**06/10/2023**

**Actions**

**9 of 11 (82%)**

9/13/17

Second Step lessons will be conducted in kindergarten classes at least once a week.

Complete 06/10/2019

Alison Wells

06/10/2019

|               |  |                     |                 |            |
|---------------|--|---------------------|-----------------|------------|
| <i>Notes:</i> |  |                     |                 |            |
| 8/30/18       | Second Step lessons will be conducted in first grade classes at least once a week.   | Complete 06/10/2019 | Alison Wells    | 06/10/2019 |
| <i>Notes:</i> |  |                     |                 |            |
| 8/30/18       | Second Step lessons will be conducted in second grade classes at least once a week.  | Complete 06/10/2019 | Alison Wells    | 06/10/2019 |
| <i>Notes:</i> |  |                     |                 |            |
| 8/30/18       | Second Step lessons will be conducting in third grade classes at least once a week.  | Complete 06/10/2019 | Alison Wells    | 06/10/2019 |
| <i>Notes:</i> |  |                     |                 |            |
| 8/30/18       | Second Step lessons will be conducted in fourth grade classes at least once a week.  | Complete 06/10/2019 | Alison Wells    | 06/10/2019 |
| <i>Notes:</i> |  |                     |                 |            |
| 8/30/18       | Second Step lessons will be conducted in fifth grade classes at least once a week.   | Complete 06/10/2019 | Alison Wells    | 06/10/2019 |
| <i>Notes:</i> |  |                     |                 |            |
| 8/30/18       | Students who are at- risk and begin to exhibit behavior issues will utilize a check in and check out system with a designated staff member each day. | Complete 06/10/2019 | Tonya Bane      | 06/10/2019 |
| <i>Notes:</i> |  |                     |                 |            |
| 8/30/18       | Teachers will utilize a Guidance form to refer students for group or individual help.  | Complete 06/10/2020 | Alison Wells    | 06/10/2020 |
| <i>Notes:</i> |  |                     |                 |            |
| 9/23/19       | Second Step lessons will be taught once a week.  | Complete 06/10/2020 | Alison Wells    | 06/10/2022 |
| <i>Notes:</i> |  |                     |                 |            |
| 9/13/20       | Teachers will utilize the minor/major consequences to assist in reinforcing consistent expectations in all grade levels for behavior.                |                     | Brittany Teague | 12/23/2022 |
| <i>Notes:</i> |  |                     |                 |            |
| 8/30/18       | PBIS will be implemented by all staff on a daily basis.  |                     | Brittany Teague | 06/10/2023 |
| <i>Notes:</i> |  |                     |                 |            |

|                                  | KEY     | A4.16  | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)  | Implementation Status             | Assigned To  | Target Date |
|----------------------------------|---------|--|---|-----------------------------------|--------------|-------------|
| Initial Assessment:              |         |  | <p>We currently have a transition night where K-4 students attend an information session in their next grade level. Rising 6th graders visit the Middle School for a meeting and tour. We also hold Kindergarten Registration with all Randolph County and Asheboro City Schools. Kindergarten uses two days at the beginning of the school year for staggered entry days.</p> <p>1-29-2019</p> <p>Mrs. Henderson is planning to work with kindergarten teachers to determine a day when local daycare's can come to visit a class for a short amount time. Mrs. Wells is in the process of trying to confirm a date for the 5th grade students to visit Randleman Middle School.</p> | Limited Development<br>09/05/2017 |              |             |
|                                  |         |  | Priority Score: 3                      Opportunity Score: 3                      Index Score: 9   |                                   |              |             |
| How it will look when fully met: |         |  | We will have developed and consistently implemented intentional and on-going plans to support students transitions for grade-to-grade and elementary to middle and incoming Kindergarten registration. We will host transition night and invite rising Kindergarten families and a representative from the middle school as well.   | Objective Met<br>06/07/22         | Justin Pugh  | 06/10/2022  |
| Actions                          |         |  |   |                                   |              |             |
|                                  | 8/29/18 | A Title I transition night will be scheduled for the 2018-19 school year. Each grade level will discuss academic expectations to the rising grade students and parents.                              |   | Complete 06/10/2019               | Esther Owens | 06/10/2019  |
| Notes:                           |         |  |   |                                   |              |             |
|                                  | 8/29/18 | New Market Elementary will communicate with local daycare facilities and invite them to visit a Kindergarten classroom for an hour at the end of the 2018-19 school year.                            |   | Complete 06/10/2019               | Justin Pugh  | 06/10/2019  |
| Notes:                           |         |  |   |                                   |              |             |
|                                  | 8/29/18 | New Market Elementary 5th graders will visit Randleman Middle School to learn the school expectations for the upcoming 6th grade year. This will be done towards the end of the 2018-19 school year. |   | Complete 06/10/2019               | Justin Pugh  | 06/10/2019  |
| Notes:                           |         |  |   |                                   |              |             |

|                        |  |                     |                 |            |
|------------------------|--|---------------------|-----------------|------------|
| 9/23/19                | New Market Elementary students will participate in a transition activities during the instructional day on May 13, 2021  | Complete 05/11/2021 | Wende Henderson | 06/10/2021 |
| <i>Notes:</i>          |  |                     |                 |            |
| 9/23/19                | Rising kindergarten students will be invited to attend our Title 1 Transition Night to meet teachers and participate in activities.  | Complete 06/07/2022 | Angela Lanier   | 06/10/2022 |
| <i>Notes:</i>          |  |                     |                 |            |
| <b>Implementation:</b> |  | 06/07/2022          |                 |            |
| <b>Evidence</b>        | 6/7/2022<br>Evidence will be added in the evidence folder.   |                     |                 |            |
| <b>Experience</b>      | 6/7/2022<br>As time has provided we have been able to have our rising middle school students tour RMS. This year we also invited our rising Kindergarten to participate in our Transition Night. |                     |                 |            |
| <b>Sustainability</b>  | 6/7/2022 We will need to make sure that we continue to focus on all grade levels meeting the needs of our Title 1 nights and Transition Nights.  |                     |                 |            |

| Core Function:                          |         |  | Dimension B - Leadership Capacity   |                                   |             |             |
|---|---------|--|---|-----------------------------------|-------------|-------------|
| Effective Practice:                     |         |  | Strategic planning, mission, and vision   |                                   |             |             |
|   | KEY     | B1.03  | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)   | Implementation Status             | Assigned To | Target Date |
| <i>Initial Assessment:</i>              |         |  | <p>5-24-2022</p> <p>The SIT team currently meets twice a month and PLC teams meet twice a week. The next school year we want to work on splitting up our indicators and creating a running schedule to monitor our action steps.</p> <p>The School Improvement Team currently meets only once a month. Not every area of specialty is represented, such as each BEP class, but they do have a representative from their PLC. Instructional teams need to meet twice a week for minimum of 45 minutes. PLCs only meet 1 time per week during the school day. The School Improvement Team impacts the leadership of the entire school as they work to make decisions together for the greater good of New Market Elementary.</p> <p>February 12, 2019</p> <p>Our SIT team meets twice a month. We upload our meeting notes in NCSTAR promptly after our meetings. Mrs. Altman (team member) takes notes and sends them out to the staff after each meeting as well. Our Team is sharing meeting notes and discussions with their team during their grade level planning sessions.</p> | Limited Development<br>05/10/2017 |             |             |
| <i>How it will look when fully met:</i> |         |  | Members of the Leadership team will meet twice a month to discuss progress towards our action steps. They will share information to their respected groups and bring back feedback/concerns. Staff members on the team will discuss and make decisions regarding budget and allotments. All members will be active participants.  |                                   | Justin Pugh | 06/09/2023  |
| <i>Actions</i>                          |         |  |   | 5 of 6 (83%)                      |             |             |
|   | 8/29/18 | All stakeholders will be represented on the school improvement team. |   | Complete 06/10/2019               | Patti Kuhl  | 06/10/2019  |

|               |   |                     |                   |            |
|---------------|---|---------------------|-------------------|------------|
| <i>Notes:</i> |   |                     |                   |            |
| 8/29/18       | The school improvement team will meet twice a month throughout the 2018-19 school year.                     | Complete 06/10/2019 | Patti Kuhl        | 06/10/2019 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/29/18       | School Improvement team meeting minutes will be shared with the staff and uploaded into NC Star.            | Complete 06/10/2019 | Kristy Cozart     | 06/10/2019 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/29/18       | Members of the school improvement team will relay information from each meeting back to appropriate groups. | Complete 06/10/2019 | Angela Lanier     | 06/10/2019 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/29/18       | A system will be set up by the school improvement team to monitor each indicator.                           | Complete 06/10/2019 | Kristy Cozart     | 06/10/2019 |
| <i>Notes:</i> |   |                     |                   |            |
| 9/23/19       | Leadership will create a schedule for assessing all indicators throughout the school year.                  |                     | Stephanie Huffman | 06/10/2023 |
| <i>Notes:</i> |   |                     |                   |            |

|                            |     |  |  |                       |             |             |
|----------------------------|-----|--|--|-----------------------|-------------|-------------|
| <b>Core Function:</b>      |     | <b>Dimension B - Leadership Capacity</b> |  |                       |             |             |
| <b>Effective Practice:</b> |     | <b>Monitoring instruction in school</b>  |  |                       |             |             |
|                            | 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 |

|                            |  |   |  |  |
|----------------------------|--|---|--|--|
| <b>Initial Assessment:</b> | <p>11-4-2022</p> <p>This objective needs more time to truly implement. Administration would like to implement a digital walkthrough form for but at this time the digital form has not be created. While walkthroughs are being completed on a regular basis the digital form is something that will be worked on in the future.</p> <p>5-24-2022</p> <p>Due to other factors out of the principal and assistant principals control, this objective needs more time to truly implement. the 2022-2023 school year the team would like to implement a digital walkthrough form for the administration to use.</p> <p>The Principal currently monitors curriculum and instruction on a regular basis: walk-throughs, observations and feedback from post-observation conferences, high visibility in hallways, monitors assessment systems at classroom and school level, supportive feedback (post-its, emails, thumbs up),attends PLCs, led guided reading sessions, interacts with students during walk-throughs to determine their level of understanding of the concept being taught.</p> <p>2/28/19</p> <p>Mrs. Bowie has a notebook where she tracks the times that she visits classrooms and what type of feedback is left. Global feedback is given during PLCs. Teachers should be submitting weekly grade level plans to shared Google folder. Feedback is given on uploaded lesson plans through comments. Administration has provided staff with the observation schedule. Teachers prefer the use of sticky notes and cards as source of feedback.</p> | <p>Limited Development<br/>05/10/2017</p> |  |  |
|----------------------------|--|---|--|--|

|  |   |                     |                 |            |
|--|---|---------------------|-----------------|------------|
| <p><b>How it will look when fully met:</b></p> | <p>Through regular walk-throughs and classroom observations, the administrators will provide timely, clear, constructive feedback to teachers. Teachers at New Market prefer to receive "sticky notes" of feedback from walk-throughs. Teachers will receive at least two "sticky notes" per full month of school (beginning in October) and at least one in months where we are out for several days due to holidays, teacher workdays, etc.</p> <p>8/6/2018:</p> <p>New Market Elementary School administration will visit classrooms daily. Administration will provide immediate constructive feedback on a regular basis. Weekly lesson plans will be accessible to all staff. All observations and evaluations will be completed in a timely manner meeting state requirements.</p> |                     | Justin Pugh     | 06/09/2023 |
| <b>Actions</b>                                 |   | <b>5 of 6 (83%)</b> |                 |            |
| 8/29/18  | Each teacher will submit weekly grade level plans in a shared folder located in Google drive.   | Complete 06/10/2019 | Kimberly Bowie  | 06/10/2019 |
| Notes:   |   |                     |                 |            |
| 8/29/18  | Administration will document time spent in classrooms and complete a form for feedback each time classrooms are visited.  | Complete 06/10/2019 | Kimberly Bowie  | 06/10/2019 |
| Notes:   |   |                     |                 |            |
| 8/29/18  | Administration will provide the staff with an observation schedule for the 2018-19 school year.   | Complete 06/10/2019 | Kimberly Bowie  | 06/10/2019 |
| Notes:   |   |                     |                 |            |
| 9/23/19  | Teachers will be provided an observation schedule by administration.  | Complete 10/01/2019 | Justin Pugh     | 10/01/2019 |
| Notes:   |   |                     |                 |            |
| 9/23/19  | Administration will continue to take part in PLCs to discuss curriculum.  | Complete 06/10/2020 | Kimberly Bowie  | 06/10/2020 |
| Notes:   |   |                     |                 |            |
| 9/23/19  | Administration will provide explicit feedback through conversations, observations, and lesson plan review for teachers.   |                     | Brittany Teague | 06/10/2023 |
| Notes:   |   |                     |                 |            |
| <b>Core Function:</b>                          | <b>Dimension C - Professional Capacity</b>  |                     |                 |            |
| <b>Effective Practice:</b>                     | <b>Quality of professional development</b>  |                     |                 |            |

|                            | 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> |     |       | <p>The School Leadership team meets and looks at student data to determine the school development plan based on scores. We studied Jan Richardson's book The Next Steps In Guided Reading to build our understanding and comfort level with teaching guided reading throughout the year. We did a book study with Eric Jenson's Engaging Students With Poverty In Mind last year because of our population. This year we implemented many of his practices. Both were included in the SIP and assessed throughout each quarter with observations and check offs.</p> <p>1-15-19</p> <p>All classrooms have a data wall and tracking classroom data. Students are tracking their individual data in their data folders. Each grade level should be tracking more than one item at this point in the year. BEP teachers and specialist should be tracking group/class data as well. At this point, some are and some are not.</p> <p>2/12/2019</p> <p>All students have data folders that will follow them throughout their years at NMES. These are still a work in progress and teachers are looking for ways to improve them next year. All grade levels are differentiating activities during their guided reading groups and when they implement Math stations. Administration determines professional development based on teacher needs and school needs supported by the data. We are planning to send a team to the Jennifer Serravello Workshop that will lead professional development with the staff next year.</p> <p>3-10-2020</p> | Limited Development<br>05/10/2017 |             |             |

This year we have set aside one day per month to designate for teachers to hold individual student data discussions with their Student Data Notebooks. This has been very successful and helpful for students, parents, and teachers to track individual growth. We continue to make strides with differentiating instruction through the use of the push-in / inclusion model with our EC, ESL, and AIG teachers. We have not met this goal at this time but feel as if we have made great strides in this area!

2-4-2021

This year we have a school wide remediation block (Bobcat Time) that allows us to utilize all staff members to provide differentiated instruction for students. We are looking at data and developing student support on the data. Students are having monthly data discussions with their teachers and maintaining their student data folders.

***How it will look when fully met:***

PLC's will hold quarterly data meetings. PLT minutes and lesson plans, documented in a Google Form, will reflect upon discussion from these meetings to determine change in instruction and learning. Data findings will determine professional development needs to enhance school improvement. SMART GOAL: By June 2019 70% of K-5 students will meet or exceed grade level proficiency in reading. By June 2019 75% of K-5 students will meet or exceed grade level proficiency in math.

8/8/2018:

PLC's will review data weekly to identify strengths and weaknesses and adjust instruction accordingly.

10/29/2021

New Market will use the county provided templates and resources to address all data points. The templates and resources are in the evidence folder labeled C2.01.

**Justin Pugh**

**06/09/2023**

**Actions**

**10 of 12 (83%)**

|  |   |                     |                 |            |
|--|---|---------------------|-----------------|------------|
| 6/6/17   | K-3 PLC's will use mClass data, Benchmark data at Beginning-of-year, Middle-of-year, End-of-year, and CFA's to discuss trends and areas of improvement for each grade level.<br><br>3-5 PLC's will use quarterly Benchmark, CFA data, and EOG data to discuss trends and areas of improvement for each grade level. | Complete 04/20/2018 | Kimberly Bowie  | 06/08/2018 |
| <i>Notes:</i> *Minutes will be submitted to Sharon Wallace and Cheryl Rebert.  |   |                     |                 |            |
| 6/6/17   | Create Data Room to document student data trends in reading. Data Room will be used for data meetings and PLC's. Teacher will be responsible for collecting and aggregating data used in Data Room.   | Complete 06/08/2018 | Cheryl Rebert   | 06/08/2018 |
| <i>Notes:</i> At this time we do not have a Data Room. Every classroom is tracking data with their students. Each grade level determines what data the students will track. Data is displayed in all classrooms. |   |                     |                 |            |
| 8/29/18  | The daily schedule will include a time for remediation/enrichment. Teachers will use this time to re-teach/enrich students on Common Core State Standards not mastered based on CFA and classroom data.   | Complete 06/10/2020 | Kristy Cozart   | 06/10/2020 |
| <i>Notes:</i>  |   |                     |                 |            |
| 8/29/18  | Each child at New Market Elementary will have a data folder that will follow them from Kindergarten through 5th grade.  | Complete 06/10/2020 | Angela Lanier   | 06/10/2020 |
| <i>Notes:</i>  |   |                     |                 |            |
| 8/29/18  | Kindergarten will plan differentiated activities and assessments based on data from individual classrooms.  | Complete 06/10/2020 | Rachel Henley   | 06/10/2022 |
| <i>Notes:</i>  |   |                     |                 |            |
| 8/29/18  | First Grade will plan differentiated activities and assessments based on data from individual classrooms during our daily remediation Bobcat Time.  | Complete 06/07/2022 | Kelly Scarberry | 06/10/2022 |
| <i>Notes:</i>  |   |                     |                 |            |
| 8/29/18  | Second Grade will plan differentiated activities and assessments based on data from individual classrooms during our daily remediation Bobcat Time.   | Complete 06/07/2022 | Kelly Scarberry | 06/10/2022 |
| <i>Notes:</i>  |   |                     |                 |            |
| 8/29/18  | Third Grade will plan differentiated activities and assessments based on data from individual classrooms during our daily remediation Bobcat Time.  | Complete 06/07/2022 | Rachel Henley   | 06/10/2022 |
| <i>Notes:</i>  |   |                     |                 |            |
| 8/29/18  | Fourth Grade will plan differentiated activities and assessments based on data from individual classrooms during our daily remediation Bobcat Time .  | Complete 06/07/2022 | Pam Hull        | 06/10/2022 |

|               |   |                     |                   |            |
|---------------|---|---------------------|-------------------|------------|
| <i>Notes:</i> |   |                     |                   |            |
| 8/29/18       | Fifth Grade will plan differentiated activities and assessments based on data from individual classrooms during our daily remediation Bobcat Time .   | Complete 06/07/2022 | Rachel Henley     | 06/10/2022 |
| <i>Notes:</i> |   |                     |                   |            |
| 10/25/22      | A Curriculum Instructional Specialist will be purchased through Title 1 funds to help guide and facilitate data discussions on a weekly basis. This will drive the rigor and instruction of our school. |                     | Stephanie Huffman | 06/14/2023 |
| <i>Notes:</i> |   |                     |                   |            |
| 8/29/18       | SIT members will present professional development ideas to the SIT team based on PLC discussions and available funding.   |                     | Stephanie Huffman | 06/10/2024 |
| <i>Notes:</i> |   |                     |                   |            |

|                       |  |
|-----------------------|--|
| <b>Core Function:</b> | <b>Dimension C - Professional Capacity</b> |
|-----------------------|--|

| Effective Practice:                     |         |  | Talent recruitment and retention   |                                   |             |             |
|---|---------|--|--|-----------------------------------|-------------|-------------|
|   | KEY     | C3.04  | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)  | Implementation Status             | Assigned To | Target Date |
| <i>Initial Assessment:</i>              |         |  | <p>Currently, our staff provides input on hiring new personnel. Administration needs to utilize methods in place on a regular basis to recognize staff.</p> <p>3-10-2020</p> <p>Administration incorporates a team approach when hiring new staff members. Administration has focused on recognizing staff with the RCSS Pride Pins and acknowledging these staff members during morning and afternoon announcements. Teacher of the year, Outstanding Employee, and Distinguished Educator are voted on by the staff. Administration recognizes these staff members and announces all results with the school community.</p> <p>2-4-2021</p> <p>We continue to use a team approach when hiring new staff members. We are recognizing staff throughout the year with Pride Pins, EOY recognitions and weekly "Shout Outs" in the staff bulletin.</p> | Limited Development<br>09/23/2019 |             |             |
|   |         |  | <p>Priority Score: 2</p> <p>Opportunity Score: 3</p> <p>Index Score: 6</p>   |                                   |             |             |
| <i>How it will look when fully met:</i> |         |  | Staff are recognized in a variety of ways throughout the school year. Administration team identifies staff members who will be recognized as our STAR3 Employees based on outstanding work ethics. Pride Pins will be given to staff by administration. Administration will announce recognitions on the morning announcements. Teachers take part in an interview team when selecting new personnel.  |                                   | Justin Pugh | 06/09/2023  |
| <i>Actions</i>                          |         |  |  | 2 of 3 (67%)                      |             |             |
|   | 9/23/19 | Administration will recognize 2 employees each year as our STAR3 Employee. |  | Complete 06/10/2020               | Justin Pugh | 06/10/2020  |

|                        |  |                     |                 |            |
|------------------------|--|---------------------|-----------------|------------|
| <i>Notes:</i>          |  |                     |                 |            |
| 9/23/19                | Administration will select one staff member a month to recognize with our Pride Pins and name will be sent to the district level.  | Complete 06/10/2020 | Justin Pugh     | 06/10/2020 |
| <i>Notes:</i>          |  |                     |                 |            |
| 9/16/20                | Interview teams will be used for hiring all new personnel.   |                     | Brittany Teague | 06/01/2023 |
| <i>Notes:</i>          |  |                     |                 |            |
| <b>Implementation:</b> |  | 06/12/2020          |                 |            |
| <b>Evidence</b>        | 6/12/2020  |                     |                 |            |
| <b>Experience</b>      | 6/12/2020<br><br>Staff members were recognized as they were given Pride Pins. Administration presented the pins to the staff member in their classrooms as well as made whole school announcements. Two staff members were selected by administration to be recognized at a School Board Meeting as a STAR3 employee. Administration identifies one classified and one certified staff to be presented this award. |                     |                 |            |
| <b>Sustainability</b>  | 6/12/2020<br><br>We will continue to recognize staff.  |                     |                 |            |

|                            |     |       |  |                       |             |             |
|----------------------------|-----|-------|--|-----------------------|-------------|-------------|
| <b>Core Function:</b>      |     |       | <b>Dimension E - Families and Community</b>  |                       |             |             |
| <b>Effective Practice:</b> |     |       | <b>Family Engagement</b>   |                       |             |             |
|                            | KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |

|                            |   |                                   |  |  |
|----------------------------|---|-----------------------------------|--|--|
| <b>Initial Assessment:</b> | <p>We offer Math, Reading, Science and Transition parent nights. The Principal continues to provide weekly phone messages to parents We still offer school and classroom newsletters, social media, and updated websites. However, we have very low participation from parents in our Title I parent nights.</p> <p>1-15-19</p> <p>We are sending home weekly messages in both Spanish and English. Monthly newsletters are going home in both languages as well. Our front office person, Mrs. Parks, is bilingual and is translating a lot of parent notes for teachers. Most classes are using Class Dojo for behavior management and ongoing parent communication. Quarterly newsletters are going home, but Bowie and Henderson need copies of these for our Title 1 box.</p> <p>3-10-2020</p> <p>All staff members maintain constant communication with parents with the use of Class DoJo. Staff members made personal phone calls with all students within the first 3 weeks of school. At the end of the first quarter, all staff members conducted face to face conferences with all parents to discuss student progress. We conducted 2nd quarter parent conferences with all students who are considered At-Risk after the distribution of the second report cards. The team agreed that we have met this goal but we will need to continue these items such that is become a part of our school culture.</p> <p><b>1-21-2021</b></p> <p>Teachers are maintaining documentation for all parent contacts. Staff members will begin to schedule their at risk conferences and have them all completed by March 2nd, 2021. These conferences will be held either virtually, face to face, or on the phone due to the pandemic.</p> | Limited Development<br>05/10/2017 |  |  |
|----------------------------|---|-----------------------------------|--|--|

|   |  |  |                       |                    |                   |
|---|--|--|-----------------------|--------------------|-------------------|
|   | Priority Score: 2  | Opportunity Score: 3   | Index Score: 6        |                    |                   |
| <b>How it will look when fully met:</b> | Parents will know weekly classroom activities, as well as, school-wide events. Parents and teachers will maintain constant communication about things that are occurring in the classroom as well as the school. Administration will send messages to parents on a weekly basis to keep parents up to date with important dates. |  |                       | <b>Justin Pugh</b> | <b>06/09/2023</b> |
| <b>Actions</b>                          |  |  | <b>12 of 13 (92%)</b> |                    |                   |
| 6/6/17                                  | Parent Involvement Committee will plan at least 4 engaging Title I Parent Nights to increase parent engagement.  |  | Complete 09/14/2017   | Betsey Altman      | 09/30/2017        |
| <i>Notes:</i>                           |  | *Revamping current Parent Nights<br>*Committee will include Lead Teacher to cover Title I requirements   |                       |                    |                   |
| 6/6/17                                  | Establish Parent Involvement committee consisting of teachers and parents to set up parent engagement activities, consistent with Title I requirements   |  | Complete 10/17/2017   | Kaye Williams      | 11/17/2017        |
| <i>Notes:</i>                           |  | *Small committee of grade level representatives and parents<br>*Cheryl Rebert will share Title I guidelines and be responsible for documentation.  |                       |                    |                   |
| 6/6/17                                  | Create a K-2 and a 3-5 committee who will standardize data collection notebooks.   |  | Complete 10/17/2017   | Kim Allred         | 11/17/2017        |
| <i>Notes:</i>                           |  | *Committee will meet at beginning of year to decide on what items/data to include in notebooks for each grade level.<br>*Kim Allred will collect a complete set of documents from each grade level and submit to Cheryl Rebert and Kimberly Bowie. |                       |                    |                   |
| 11/7/17                                 | At the conclusion of all Title I Parent Nights this year, the committee will meet again to determine effectiveness and next steps.   |  | Complete 05/07/2018   | Kaye Williams      | 06/08/2018        |
| <i>Notes:</i>                           |  |  |                       |                    |                   |
| 8/29/18                                 | Connect Ed phone messages will be consistently done in both English and Spanish.   |  | Complete 06/10/2019   | Tina Collins       | 06/10/2019        |
| <i>Notes:</i>                           |  |  |                       |                    |                   |
| 8/29/18                                 | Create a monthly school newsletter that will go home with each child in both English and Spanish.  |  | Complete 06/10/2019   | Tina Collins       | 06/10/2019        |
| <i>Notes:</i>                           |  |  |                       |                    |                   |
| 9/23/19                                 | All staff members will make a positive contact home for students within the first 3 weeks of school.   |  | Complete 10/18/2019   | Julie Bryant       | 10/01/2019        |
| <i>Notes:</i>                           |  |  |                       |                    |                   |

|                        |  |                     |                   |            |
|------------------------|--|---------------------|-------------------|------------|
| 9/23/19                | All classroom teachers will conduct a face to face conference with all students by the end of the first quarter.                                       | Complete 11/15/2019 | Julie Bryant      | 12/01/2019 |
| <i>Notes:</i>          |  |                     |                   |            |
| 9/23/19                | Classroom teachers will conduct parent conferences with students who are at risk at the end of the second nine weeks.                                  | Complete 03/13/2020 | Julie Bryant      | 03/30/2020 |
| <i>Notes:</i>          |  |                     |                   |            |
| 8/29/18                | Establish a grade level specific quarterly newsletter that will go home to parents in both English and Spanish.  | Complete 06/10/2020 | Marina Bonomo     | 06/10/2020 |
| <i>Notes:</i>          |  |                     |                   |            |
| 8/29/18                | Use an app, such as Class Dojo, school-wide to communicate with parents.   | Complete 06/10/2020 | Marina Bonomo     | 06/10/2020 |
| <i>Notes:</i>          |  |                     |                   |            |
| 9/16/20                | Administration will include weekly parent messages through School Messenger with phone calls and email.  | Complete 06/01/2021 | Brittany Teague   | 06/01/2021 |
| <i>Notes:</i>          |  |                     |                   |            |
| 8/29/18                | Administration team will hold "town hall" meetings once a year to listen to parent concerns and ideas.   |                     | Stephanie Huffman | 06/10/2023 |
| <i>Notes:</i>          |  |                     |                   |            |
| <b>Implementation:</b> |  | 05/31/2018          |                   |            |
| <b>Evidence</b>        | 5/30/2018<br>Our Title 1 events showed an increase in parent participation when compared to previous years participation.                              |                     |                   |            |
| <b>Experience</b>      | 5/30/2018<br>We have worked collaboratively with the Parent Engagement Committee to plan Title 1 events that are engaging and informative for parents. |                     |                   |            |
| <b>Sustainability</b>  | 5/30/2018<br>We need to continue to work on keeping parents engaged and including new activities for our Title 1 nights.                               |                     |                   |            |





## NCStar/SIP Mandatory Components

School Name: New Market

School Year: 2022-2023

### 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 each day. 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.

### 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 are provided a 45 minute block of time for planning each day. During this time period staff members plan with their grade level and/or administration team.

### Transition Plan for At-Risk Students

- ☐ Elementary to Middle School
- ☐ Middle School to High School

Please describe transition plan below.

We have the middle school counselor visit the 5th grade students. This allows them the opportunity to ask questions and gain information about electives. We have a transition night with our Title 1 events that will also include information about the middle school in order to help with the transition.