



**New Market Elementary School  
School Improvement Plan  
2023-2024**

## 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 proficiency to 73.5% by EOY compared to 70% for the 2022-23 school year as measured by the End-of-Grade assessments in ELA grades 3-5. (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 67.7% to 71.1% as evidenced by Spring 2024 End-of-Grade math 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 77.1% to 80.95% as evidenced by Spring 2024 test scores as measured by the End-of-Grade assessments in grade 5. (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 41.6% to 50% during the 2023-2024 school year as measured by the Spring 2024 FAM-S administration. (A4.06, A4.16, B1.03, C2.01, E1.06)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>High expectations for all staff and students</b>

	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. All of our teachers are now utilizing the "Class Dojo" app to communicate behavior with parents throughout the day. We currently have a minor/major behavior and consequence matrix that the entire staff utilizes. Teachers document student behavior on individual student documentation form and keep the forms in a notebook in their room. This should be completed each time an incident occurs. Once there are 3 minor offenses, it becomes a major offense and it gets referred to administration. Teachers complete the Discipline Referral and attach a copy of the individual student behavior form to the Discipline Referral in order for administration to get the student. Classroom DOJO is a school wide 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>	Limited Development 10/10/2023		
<i>How it will look when fully met:</i>			<p>A Major/Minor behavior matrix was developed and is implemented in all K-5 classrooms. The matrix is used and implemented to fidelity in all K-5 classrooms. Staff members document student behavior on the individual student documentation form and keep the forms in a notebook in their room. Once a student has 3 minor offenses, it becomes a major offense and it gets referred to administration. Staff members complete the Discipline Referral Form via Google Forms in order for the administration to get the student. Student behavior expectations are consistent across all grade levels. Classrooms operate efficiently, and all students are respected and participate actively in instruction. Positive reinforcement is utilized first, and strategies are put in place to address individual student needs. Policies and procedures are taught and modeled early on and consistently throughout the school year. A school-wide signal is used for when students should get quiet and listen to the speaker. All students understand and follow the school wide expectations. All staff at New Market follow through with established consequences that align with the policies/procedures and minor/major matrix.</p>		Chris Rushton	06/11/2024
<b>Actions</b>				<b>0 of 6 (0%)</b>		
		10/10/23	All K-5 classrooms will establish classroom rules and expectations. They		Chris Rushton	06/11/2024

	will model and reinforce expectations as needed. The expectations will be post in the room.			
<i>Notes:</i>				
10/10/23	The school will collaborate vertically to establish consistent school wide rules and expectations		Chris Rushton	06/11/2024
<i>Notes:</i>				
10/10/23	All classroom teachers will utilize Classroom DOJO to provide positive reinforcement and assist with parent communication		Chris Rushton	06/11/2024
<i>Notes:</i>				
10/10/23	All staff members will use the minor/major behavior matrix continuously and with fidelity in all k-5 classrooms		Chris Rushton	06/11/2024
<i>Notes:</i>				
10/10/23	A school wide signal for when students should get quiet and listen to the speaker will be established and used to fidelity by all staff members.		Chris Rushton	06/11/2024
<i>Notes:</i>				
10/10/23	A school wide matrix will be developed and implemented as a behavior incentive for students.		Chris Rushton	06/11/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We have quarterly grade level planning sessions. Weekly lessons plan templates are not 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 on a consistent basis. Randolph County School System pacing guides are used to help guide pacing of instruction. All grade levels are creating and analyzing CFAs for math and reading. The data is used to drive instruction and create remediation and enrichment groups. We are not where we need to be with creating and analyzing CFA data. We are going to move forward with working together to plan a CFAs instead of just one team member creating and sharing the CFA. We need to continue to plan and explicitly teach vocabulary in all core content	Limited Development 10/10/2023		

	areas.			
<b>How it will look when fully met:</b>	Each grade level and subject area have standards aligned units of instruction. The school uses academic vocabulary in all K-5 classrooms and integrates and coordinates units of study. Classroom teachers collaborate with instructional support staff and BEP teachers. CFA's are created as a team based on the standards with the end in mind. Grade levels develop CFA's to assess student learning and progress. Teachers take data from CFA's to drive instruction and develop remediation and enrichment plans to meet the specific needs of students. Teachers use standard aligned pre and post test to drive unit of instructions.		<b>Carrie Reid</b>	<b>06/10/2024</b>
<b>Actions</b>		<b>0 of 7 (0%)</b>		
10/10/23	Staff will participate in vertical planning sessions monthly to collaborate with other grade level teachers and specialists.		Justin Pugh	06/11/2024
	<i>Notes:</i>			
10/10/23	Staff will utilize at universal place (Google Docs) to upload quarterly and weekly lesson plans to be shared by all.		Carrie Reid	06/11/2024
	<i>Notes:</i>			
10/10/23	Teachers will integrate vocabulary for all content areas in their weekly lesson plans.		Carrie Reid	06/11/2024
	<i>Notes:</i>			
10/10/23	Quarterly planning days will be provided for teachers 3 times a year and substitutes will be paid for using Title 1 funds.		Justin Pugh	06/11/2024
	<i>Notes:</i>			
10/10/23	Grade levels K-5 will create and analyze standards aligned CFA's in reading and math.		Carrie Reid	06/11/2024
	<i>Notes:</i>			
10/10/23	Teachers will utilize standard aligned pre and post test in math to drive units of instruction.		Carrie Reid	06/11/2024
	<i>Notes:</i>			
10/10/23	All classroom teachers K-5 will create and implement intervention and enrichment activities for reading and math.		Carrie Reid	06/11/2024
	<i>Notes:</i>			
<b>A2.20</b>	<b>All teachers use appropriate technological tools to enhance instruction.(5306)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

10/3/2023

Clear Touch Board training will be provided to our 6 new teacher and any other teachers to assist teachers in all of the options that the Clear Touch Board can provide in daily instruction.

5-15-2023

The team determined that grades 3-5 do use Canvas in their instruction. Next year we feel as though we need more professional development on the Clear Touch Boards that were purchased this school year.

11-14-2022

Teachers currently use a variety of online resources. This school year each classroom teacher has an updated canvas page that is used in the classroom. We are purchasing Reading Eggs for Kindergarten. We have purchased Generation Genius for K-5 and Pebble Go for K-5.

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.

1-15-19

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.

Limited Development  
08/31/2018

2/11/2020

Indicator: A2.20 Google Classroom (3-5), Education Galaxy (K-5), Chromebooks across curriculum (K-5)

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.

12/03/20:

Indicator A2.20: Teachers use appropriate technological tools to enhance instruction

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.

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

Teachers have access to technology (Chromebooks) at any point in time. Students are able to use technology in the classroom to supplement their classroom core instruction. Teachers are comfortable with utilizing various online resources to enhance their instructional presentation of core curriculum. Teachers in grades 3-5 use CANVAS for ELA and Math.

**Brenda Page**

**06/10/2024**

**Actions**

**23 of 24 (96%)**

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

Notes:

8/31/18

K-2 teachers will use Pebble Go to supplement the Science and Social

Complete 06/10/2019

Betsey Altman

06/10/2019

	Studies curriculum.			
	<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.	Complete 05/16/2023	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.	Complete 05/16/2023	Stephanie Huffman	06/08/2023
<i>Notes:</i>				
9/14/22	Title 1 funds will be used to purchase Generation Genius, Pebble Go, and Reading Eggs subscription to increase student learning in math, science, and english language arts.	Complete 05/16/2023	Stephanie Huffman	06/08/2023
<i>Notes:</i>				
9/16/20	Teachers will incorporate CANVAS into their instruction grades 3-5.	Complete 05/16/2023	Stephanie Huffman	06/10/2023
<i>Notes:</i>				
11/29/22	Title 1 funds will be used to purchase 63 Chromebooks to support student learning in the classrooms.	Complete 05/16/2023	Stephanie Huffman	06/10/2023
<i>Notes:</i>				
1/19/23	Title 1 money will be used to purchase Windows Pro 11 for all of our Clear touch boards.	Complete 05/16/2023	Stephanie Huffman	06/10/2023
<i>Notes:</i>				
11/4/22	Title 1 funds will be used to purchase chromebook carts to house chromebooks in each classroom.	Complete 05/16/2023	Stephanie Huffman	06/14/2023
<i>Notes:</i>				
5/16/23	Clear Touch Board training will be provided to assist teachers in all of the options that the Clear Touch Board can provide in daily instruction.		Brenda Page	12/20/2024
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Teachers are receiving training in MTSS at the CTT level. Students are grouped based on individual needs throughout the tiers of support. Teachers are identifying at risk students to provide interventions specific to student needs and monitor student progress with the use of mCLASS and other assessments (CFAs, Heggerty, Letterland, etc.) in Tiers 2 and 3. Core plans are entered into ECATS to address Tier 1 instruction (80% of students achieving proficiency) and differentiated lessons are offered within the classrooms. Standard treatment protocol (mCLASS, UFLI, Heggerty, Letterland, 95% Core Phonics) are being used as intervention tools. Teachers track group attendance and performance on a spreadsheet as they engage with students in small group reading and Bobcat time. Progress monitoring data is entered into ECATS to monitor students' progress.	Limited Development 10/10/2023		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Teachers meet regularly during CTTs to discuss individual student data and develop interventions for those who need support. Teachers use the standard treatment protocol resources to provide interventions which meet student needs in the academic areas of reading and math. The MTSS problem solving team meets as needed for students needing intensive interventions and utilizes the EC department's expertise when students are not responding to interventions. When fully implemented, this is being completed in the areas of literacy, math, behavior, attendance and SEL.		Carrie Reid	06/11/2024
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/10/23	Teachers will create grade level core plans in literacy to set a goal of proficiency at 80% according to mCLASS data.			Carrie Reid	06/11/2024
<i>Notes:</i>					
10/10/23	Teachers will identify at risk students and provide interventions specific to students' needs.			Alison Palmore	06/11/2024
<i>Notes:</i>					

10/10/23	Teachers will use mCLASS and other standard treatment protocols (Heggerty, Letterland, LETRS, 95% Core Phonics) to instruct and progress monitor students. This information will be entered into ECATS.		Carrie Reid	06/11/2024
<i>Notes:</i>				
10/10/23	Teachers will meet during CTTs to discuss student data and effectiveness of interventions.		Carrie Reid	06/11/2024
<i>Notes:</i>				
<b>Implementation:</b>		10/10/2023		
<b>Evidence</b>	10/10/2023			
<b>Experience</b>	10/10/2023			
<b>Sustainability</b>	10/10/2023			
	<b>A4.03</b>	<b>Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		<p>10/3/2023</p> <p>Teachers will be provided training on ECATS that will help them identify and track progress of at-risk students with the ECATS system. All students will use data notebooks to create personal goals and reflect on their progress. Students will have a monthly data talk to reflect on their progress.</p> <p>5-15-2023</p> <p>The team determined that we need to spend more time helping students understand how to reflect on their data. We are also going to work on adding all our interventions and PM data in the ECATS system.</p> <p>5-2022</p> <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</p>	Limited Development 09/18/2020	

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.

3-4-2021

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.

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

**Data Folders**-Students collect 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.

**Data Captures**-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.

**Weekly Tier II Meetings**-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.

**MTSS after school team meetings (Tier III)**-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.

Alison Palmore

06/10/2024

Actions			2 of 4 (50%)			
9/18/20	Staff will participate in weekly Tier II discussions led by the MTSS chairperson. Teachers will discuss students and identify intervention strategies.		Complete 06/01/2021	Alison Palmore	06/10/2021	
Notes:						
9/18/20	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.		Complete 06/01/2021	Alison Palmore	06/10/2021	
Notes:						
9/18/20	Students will use data folders to create personal goals and reflect on their progress. Students will have a monthly data talks to reflect on their progress. This will improve their understanding and how to reflect on their learning.			Justin Pugh	06/10/2024	
Notes:						
9/18/20	Teachers will identify and track progress of at-risk students with the ECATs system.			Justin Pugh	06/10/2024	
Notes:						
	KEY	A4.06	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Limited Development 05/03/2017			
10-3-2023						
We will not focus on this goal for the 2023-2024 school year. 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.						
8-6-2018						
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.

1-15-19

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.

2/11/2020

Indicator: A4.06 Second Step and Guidance Referrals

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.

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**

	<p>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.</p> <p>5-15-2023</p> <p>The beginning of 23-24 school year we will begin to implement PBIS practices school wide.</p>			
<p><b>How it will look when fully met:</b></p>	<p>At New Market all teachers help students learn how to manage their emotions. Teachers at New Market are 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.</p> <p>8-6-2018</p> <p>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.</p> <p>1-3-2023</p> <p>Minor/Major behavior consequences sheet have been implemented in all classrooms. As a school we feel that it is only needed in some classrooms. Behavior has improved this school year. We feel like because of the relationships being built and classroom expectations the sheet has not been needed.</p>		<p><b>Alison Palmore</b></p>	<p><b>06/10/2025</b></p>
<p><b>Actions</b></p>	<p><b>9 of 11 (82%)</b></p>			
<p>9/13/17</p>	<p>Second Step lessons will be conducted in kindergarten classes at least once a week.</p>	<p>Complete 06/10/2019</p>	<p>Alison Wells</p>	<p>06/10/2019</p>
<p><i>Notes:</i></p>				
<p>8/30/18</p>	<p>Second Step lessons will be conducted in first grade classes at least once a week.</p>	<p>Complete 06/10/2019</p>	<p>Alison Wells</p>	<p>06/10/2019</p>
<p><i>Notes:</i></p>				
<p>8/30/18</p>	<p>Second Step lessons will be conducted in second grade classes at least</p>	<p>Complete 06/10/2019</p>	<p>Alison Wells</p>	<p>06/10/2019</p>

	once a week.				
<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.		Chris Rushton	06/10/2024	
<i>Notes:</i>					
8/30/18	PBIS will be implemented by all staff on a daily basis.		Chris Rushton	06/10/2025	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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.	Limited Development 09/05/2017		



	1-29-2019  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.			
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	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.	<b>Objective Met 06/07/22</b>	<b>Justin Pugh</b>	<b>06/10/2022</b>
<b>Actions</b>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
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			

	Evidence will be added in the evidence folder.			
<b>Experience</b>	6/7/2022 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.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	5-24-2022  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.  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.  February 12, 2019  Our SIT team meets twice a month. We upload our meeting notes in NCSTAR promptly after our meetings. Mrs. Altman (team member)		Limited Development 05/10/2017		

	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.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	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.	<b>Objective Met 05/16/23</b>	<b>Justin Pugh</b>	<b>06/09/2023</b>
<b>Actions</b>				
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.	Complete 05/16/2023	Stephanie Huffman	06/10/2023
	<i>Notes:</i>			
<b>Implementation:</b>		05/16/2023		
<b>Evidence</b>	5/16/2023 Schedule and Agendas will be linked in the folder.			
<b>Experience</b>	5/16/2023 The SIT team currently meets twice a month and CTT teams meet twice a week. The have created a schedule to make sure we are reviewing indicators at most every meeting. All members of the SIT team are			

	active participants.			
<b>Sustainability</b>	5/16/2023 NME will continue to meet 2 times a month for SIT. We will also continue to meet for CTT's 2 times a week. We will all be active participants.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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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>		New Market Elementary School administration visits classrooms and provides constructive feedback on a regular basis. Weekly lesson plans are accessible to all staff. All observations and evaluations are completed in a timely manner meeting state requirements. Administration provides explicit feedback through conversations, observations, and lesson plan review for teachers. Administration provides feedback during informal walkthroughs - this needs to improve and administration would like to create a digital walkthrough form to use. Global feedback is given during CTTs and staff meetings. All teachers submit weekly lesson plans through a shared google folder.	Limited Development 10/10/2023		
<b>How it will look when fully met:</b>		New Market Elementary School administration visits classrooms and provide constructive, timely and clear feedback on a regular basis. Weekly lesson plans are accessible to all staff. All observations and evaluations are completed in a timely manner meeting state and county requirements. A schedule of observations is created and shared with all certified staff members.		Justin Pugh	06/11/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	10/10/23	The data spreadsheet will be used during CTTs to evaluate effective and		Justin Pugh	06/11/2024

	engaging instruction. This will allow teachers see that an engaging environment leads to effective instruction.			
	<i>Notes:</i>			
10/10/23	Administration will provide explicit feedback through conversations, observations, and lesson plan review for teachers.		Justin Pugh	06/11/2024
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Teacher quality and experience</b>			
	<b>C1.02</b>	<b>The principal plans opportunities for teachers to share their strengths with other teachers.(5153)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		During the 22-23 school year NME has determined this is a need across grade levels.	No Development 05/16/2023		
<i>How it will look when fully met:</i>		When this objective has been fully met we will have high levels of trust, transparency, and mutual respect, along with a culture of collaborative learning and shared practices, which are necessary for distributed leadership to have a positive impact. The Leadership team will have a quarterly schedule of vertical visits for each grade level.		Justin Pugh	06/10/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	5/16/23	The Leadership team will create a vertical visit schedule for quarterly classroom observations.		Justin Pugh	06/10/2024
		<i>Notes:</i>			
	5/16/23	Leadership team will create a reflection document used to guide conversation during CTT time.		Stephanie Huffman	06/10/2024
		<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>				
<b>Effective Practice:</b>		<b>Quality of professional development</b>				
	<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	School historical data from EOG's has been reviewed. Staff members are aware of the positive trends. Goals for the current year are reflected in teachers' PDPs. K-2 teachers are supporting literacy with a goal to increase their overall mCLASS level of proficiency by 5%. 3-5 teachers are supporting literacy and math with a goal to increase their overall levels of proficiency by 5%. As a result, the goal is to achieve a school composite score greater than or equal to 70. SIT members present ideas to the team for PD based on CTT discussions and funding available.	Limited Development 10/10/2023		
<b>How it will look when fully met:</b>	School performance data and aggregated classroom observation data is regularly reviewed throughout the school year to make decisions about school improvement and professional development needs. CTT discussions will		Carrie Reid	06/11/2024
<b>Actions</b>				
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
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
<b>Initial Assessment:</b>		<p>10/3/2023</p> <p>The NME SIT discussed that the team will look into ways to develop more rewarding procedures and protocols to put in place for the school year of 23-24.</p> <p>5-15-2023</p> <p>NME feels like we are doing a great job overall on this indicator. As a team we would like to create more simplified and quick rewarding procedures. 5/8/2022</p> <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>	Limited Development 09/23/2019		

	<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>			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<b>How it will look when fully met:</b>	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.		<b>Justin Pugh</b>	<b>06/10/2024</b>
<b>Actions</b>		<b>3 of 4 (75%)</b>		
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	Leadership will create consistent interview teams that will be used in hiring all new personnel.	Complete 05/16/2023	Justin Pugh	06/01/2023
	<i>Notes:</i>			
5/16/23	NME SIT team will develop more rewarding procedures and protocols to put in place for the school year of 23-24.		Justin Pugh	06/10/2024

Notes:

<b>Implementation:</b>		05/16/2023		
<b>Evidence</b>	6/12/2020			
<b>Experience</b>	<p>5/16/2023</p> <p>Currently, our staff provides input on hiring new personnel. Pride pins are given out periodically throughout the school year. STAR 3 Employees are recognized throughout the school year.</p> <p>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.</p>			
<b>Sustainability</b>	5/16/2023			

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>		
<b>Effective Practice:</b>		<b>Family Engagement</b>		
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		We offer Math, Reading, Science and Transition parent nights. The Principal provides weekly phone messages to parents in English and Spanish. We use DOJO, social media, and updated website to keep parents informed. All classrooms are using Class Dojo for behavior management and ongoing parent communication. Staff members are to make personal phone calls with all students within the first 3 weeks of school. Teachers must conduct at least 2 parent conferences per year for every student. A calendar/log of conferences is turned into administration after every quarter. Mr. Pugh has planned 2 town hall meetings for the 23-24 school year, one in Oct/Nov. and in March/April.	Limited Development 10/10/2023	
<b>How it will look when fully met:</b>		Families are well informed about student expectations and the importance of academic learning. Teachers communicate with parents		<b>Justin Pugh</b>
				<b>06/11/2024</b>



	frequently and ensure that all parents are contacted. The Family Engagement Team meets regularly to discuss ways to increase family involvement at school. Families have opportunities to engage with administration and staff through town hall meetings and a variety of evening events. Student led conferences (data notebook night) engage families with learning. Evidence of success of each Title 1 night is gathered using parent attendance records, surveys, and student achievement data.			
<b>Actions</b>		<b>0 of 5 (0%)</b>		
10/10/23	All classroom teachers K-5 will conduct at least two parent conferences per school year to discuss student progress.		Justin Pugh	06/11/2024
	<i>Notes:</i>			
10/10/23	Classroom teachers will conduct parent conferences with students who are at risk at the end of the second nine weeks.		Justin Pugh	06/11/2024
	<i>Notes:</i>			
10/10/23	Parent communication will be translated into the students home language before be sent home.		Laura LeRoy	06/11/2024
	<i>Notes:</i>			
10/10/23	Administration team will hold "town hall" meetings once a year to listen to parent concerns and ideas.		Justin Pugh	06/11/2024
	<i>Notes:</i>			
10/10/23	All staff members will make a positive contact home for students within the first 3 weeks of school.		Justin Pugh	06/11/2025
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>		
<b>Effective Practice:</b>		<b>Community Engagement</b>		
	<b>E2.04</b>	<b>The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		At NME our current PTO president runs the entire PTO program. Our current PTO president will be leaving at the end of the 22-23 school year.  NME does not have many community partners due to multiple factors	No Development 05/16/2023	

	involving COVID, proximity and management changes of local businesses.			
<b>How it will look when fully met:</b>	At NME we have a PTO that includes elected officers. PTO conducts monthly meetings that provides updates to our community stakeholders. Our PTO includes multiple community partners when planning for fundraising events, school events and activities. Community partners work with the school to provide funding and resources to improve student learning and staff appreciation events.		<b>Justin Pugh</b>	<b>06/10/2024</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
5/16/23	Establish a PTO with elected officials starting the 23-24 school year.		Justin Pugh	10/30/2023
	<i>Notes:</i>			
5/16/23	Create partnerships with community partners to help in supporting NME during the school year.		Justin Pugh	06/10/2024
	<i>Notes:</i>			





## NCStar/SIP Mandatory Components

School Name: New Market

School Year: 2023-2024

### 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.