



Southmont Elementary School
School Improvement Plan
2023-2024

Comprehensive Progress Report

Mission: Southmont Elementary is an inclusive community striving to provide a safe, nurturing, and diverse learning environment for all.

Vision: Through collaboration with parents and the community, Southmont Elementary will prepare all students to become ready, responsible, and respectful contributing individuals.

Goals:

By the end of the 2023-2024 school year, we will work for students in grades K-5 to demonstrate at least 70% proficiency on essential standards during our core instruction. This proficiency will lead to at least a 5% increase in reading and math scores as measured by internal and external measures (A4.01).

By the end of the 2023-2024 school year, our school will implement integrated data-based problem-solving for student attendance, behavior, social-emotional, and academic outcomes across all tiers of instruction. This will result in a 5% increase in proficiency in reading and math as measured by internal and external measures. (C2.01)

By the end of the 2023-2024 school year, we will work for students in grades K-5 to demonstrate at least 80% engagement during core instruction addressing essential standards. This engagement will lead to at least a 5% increase in reading and math scores as measured by internal and external measures (A4.01).



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | | |
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| 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> | | (2021-2022) Southmont Elementary School is a PBIS school. All teachers and staff are connected to ClassDojo (online behavior tracking and communication system). Some teachers use class meetings to aid students in their understanding of behavioral expectations. We have a trained OLWEUS team that has helped to train teachers in bully prevention. Some teachers have been trained in "Capturing Kids' Hearts." The Second Step program is used to help students understand how their actions affect others and may cause negative or positive consequences. Classes have guidance lessons to address the guidance | Limited Development 11/03/2021 | | | |

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| | standards and specific needs that teachers have noted in their needs assessment document. Select students are paired with adult mentors that are trained by our Communities in Schools Student Support Specialist. These students meet with their adult mentor during lunch as a support for their individual needs. Communities in School Student Support Specialist also serves targeted groups of similar needs to support school climate. Students in 2nd grade participate in the CARE program facilitated by the Randolph County Sheriff's Department. This program helps students identify trusted adults and safety related issues. Students in 5th grade participate in the DARE program facilitated by the Randolph County Sheriff's Department. This program helps students understand the dangers of drugs and alcohol. 10/2022 - Our PBIS team will begin convening this school year to mobilize efforts to communicate PBIS expectations and develop plans for celebrations associated with our schoolwide goals. The target date for this goal will be moved to 6/2025. | | | |
| How it will look when fully met: | Behavior referrals have decreased while positive behaviors have increased. There are opportunities for celebrating meeting schoolwide PBIS goals. | | Greg Bender | 06/30/2025 |
| Actions | | 0 of 1 (0%) | | |
| 11/3/21 | Southmont teachers will 1.) Implement PBIS lessons of expected behavior in various parts of the school 2.) Connect with Parents/Teachers through ClassDojo 3.) Support classroom teachers/school staff lead class meetings | | Greg Bender | 06/30/2025 |
| <i>Notes:</i> | | | | |

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| 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 |
| Initial Assessment: | | We are implementing new math standards in the classroom while working to meet the needs of a variety of learners. Teachers meet twice a month in Professional Learning Teams, along with support staff including ELL, administration, speech, and reading specialists. Teachers also meet twice a month, as a grade level, to plan differentiated | Limited Development 05/01/2017 | | |

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| | <p>instruction that is aligned to grade-level standards. Teachers share their plans with personnel from all departments.</p> <p>October 2022 - Our master schedule supports teams meeting in Collaborative Team Time one time per week for 90 minutes. This time focuses on student learning, the creation and/or analysis of common formative assessments, and teachers' response to this information. We will focus our efforts in the creation of and reflection on math common formative assessments for this school year.</p> | | | |
| <p>How it will look when fully met:</p> | <p>Math instruction unit plans are aligned to NC State Standards for each grade level. Minutes from Collaborative Team Time reflect the use of common formative assessments, district and state-created assessments, and student data to carefully plan instruction that meets the needs of all learners. Resources used include the NCSCOS for each grade level.</p> <p>The following staff members will assist in collecting lesson plan evidence for A2.04: Suggs, Kiser, Chavez, Beane, Needham, and Chapman.</p> | | <p>Robyn Aldacosta</p> | <p>06/30/2025</p> |
| <p>Actions</p> | | <p>2 of 3 (67%)</p> | | |
| <p>9/22/20</p> | <p>Lead teacher was provided with alignment guides that were developed by RCSS for our HMH instructional materials. Lead teacher will present the alignment guides to all grade levels through PLC sessions.</p> | <p>Complete 04/26/2021</p> | <p>Chrystal Haigler</p> | <p>12/01/2020</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>9/24/19</p> | <p>We are implementing a new math program, HMH Into Math, and will continue to align the program to our recently updated curriculum. Grade levels will create math units for each quarter that are aligned with district and state expectations.</p> | <p>Complete 06/09/2020</p> | <p>Layla Fields</p> | <p>06/09/2021</p> |
| <p><i>Notes:</i></p> | <p>After the initial year of implementation, new alignment guides were created by RCSS. Teachers are working to use the RCSS provided alignment guide to develop daily classroom lessons.</p> | | | |
| <p>4/26/21</p> | <p>Grade levels will work together to create CFAs in math, will analyze the data collaboratively, and determine the next steps for students based on this data. A data protocol informed by Dufours' work in professional learning communities will drive this work.</p> | | <p>Robyn Aldacosta</p> | <p>06/30/2024</p> |
| <p><i>Notes:</i></p> | <p>10/2022 - Title I Expenditure: Full-Day Planning Sessions - During the</p> | | | |

full-day planning sessions, classroom teachers and EC specialists are provided time to plan meaningful, rigorous lessons for students that align with learning targets and IEP goals. Teachers are given time to collaborate with each other to plan lessons for all subject areas, create common formative assessments, and analyze benchmark or formative data.

9/2023 - This year CTTs are focusing on what they are teaching, when they are teaching it, and how they will know students are learning. Grade levels are asked to create a calendar that indicates this and make it shareable for all staff to access. Use of the planning and data analysis protocols will be the focus of CTT beginning in October 2023.

(Updated 12/2022) Title I Expenditure: PC Modules and operating system for existing ClearTouch Panels in 4th grade (4), ClearTouch Panels (5) for 3rd grade, and (4) for 5th grade Purchase - The purchase of the PC modules and ClearTouch Panels will impact student learning by providing students with reliable technological tools that will maximize instruction, assessment, enrichment, and remediation. Furthermore, the purchase of these resources is necessary to support student engagement with the most up-to-date NC testing requirements and digital resources that are currently utilized within the school.

2021-2022 Title I Expenditure: Generation Genius - Students will watch videos to develop a greater understanding of concepts being taught in science and math (K-5). The engaging, bright, age-appropriate, and informative videos include multiple examples of how to perform math tasks and science experiments. Many videos align directly with curriculum standards and the vibrant, enthusiastic hosts maintain student attention.

2021-2022 Title I Expenditure: BrainPop - BrainPop provides online, animated, and engaging lessons. The short videos build background knowledge and/or review familiar materials. BrainPop covers all content areas including resources for Art, Technology, SEL, and Health. Teachers have access to a variety of lesson planning resources and follow-up activities to use in conjunction with the content videos. Also, teachers can assign BrainPop topics for students to explore and interact with independently.

2021-2022 Title I Expenditure: Flocabulary
Flocabulary provides online, engaging lessons across all content areas including resources for life skills, current events, SEL, and health. The song videos include intriguing vocabulary words. Flocabulary's

educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum. Teachers have access to a variety of lesson planning resources and follow-up activities that can be accessed online or printed for students.

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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> | | | Limited Development 04/24/2017 | | | |
| <p>(2017-2018) During the 2017-2018 school year, Southmont staff will have professional development with the district lead math and ELA teachers as well as the district MTSS director. Each week during PLT meetings teachers, teachers will discuss Tier I concerns of individual students' growth. Strategies are developed during PLT meetings and notes are taken to document discussion. We utilize our data wall to monitor the needs and students that are working below grade level in order to ensure all students' needs are being monitored. We have 2 MTSS teams with the same co-chairs that meet weekly to accommodate further problem-solving at Tier 2 and 3 levels. All strategies chosen are research-based with input from EC, Reading, and ESL specialists. Common planning is provided on each grade level through the master schedule. Teachers share their plans in the "At a Glance Document" so that all certified staff members are aware of daily instruction. Through the master schedule, all district requirements for ELA, mathematics, and remediation enrichment are met. Title 1 funds are used to employ reading teachers and interventionists to work with students.</p> <p>(2020-21) Certified staff addressed MTSS goals in their Professional Development Plan last year. Additional goals were added to PDP plans this year to increase staff knowledge in supporting students across all tiers. Grade level common planning time to address student learning at all three tiers is provided within the master schedule. PLT sessions continue to focus on analyzing student need, providing core instruction, and developing intervention strategies. Three MTSS teams conduct weekly meetings to address Tier 2 student needs. Support staff participate in these meetings and also have access to teacher lessons</p> | | | | | | |

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| | plans in order to provide additional support. 10/2022 - The three MTSS teams continue to meet regularly to discuss the effectiveness of current interventions and develop new interventions through the problem-solving process. We have established team leaders who meet regularly to maintain consistency and remain up to date on the current procedures. The teams work to support early identification and early intervention. We are working on making our response at the core level more robust through our collaborative team time and streamlining schoolwide response. | | | |
| How it will look when fully met: | During collaborative team time and MTSS Supplemental and Intensive intervention meetings, staff focus on core instruction and student response to this instruction. CTT focuses on the effectiveness of core instruction including evidence-based instructional practices and differentiated core, supplemental-level, and intensive-level intervention strategies. Discussions also focus on plans to provide remediation and enrichment to all students. Teachers will utilize a reading data wall to monitor the impact of instruction and to analyze students' needs. All strategies chosen will be research-based with input from EC, Reading, and ESL specialists. Through the master schedule, all district requirements for ELA, mathematics, and remediation/ enrichment will be met and provided daily. The following staff members will help collect evidence for A4.01: Stutts, H. Wood, Figueroa, Voncannon, Harris, Efird, Aldacosta, Adams, O'Hara, Gilman, Luther, E. McLeod. | | Jenny O'Hara | 06/30/2024 |
| Actions | | 2 of 3 (67%) | | |
| 9/25/19 | The leaders of the MTSS teams will meet to create a database of MTSS intervention resources at each tier. | Complete 04/30/2021 | Ashley Brady/Dianna Pollard | 06/09/2021 |
| <i>Notes:</i> 9/22/2020 Team began working on creating a digital data base for the 2019-2020 school year. This process will continue during the 2020-2021 school year. Ashley Brady (MTSS coach) will work with reading specialist to expand this data base. | | | | |
| 9/25/19 | By the end of the 2022-2023 academic year, targeted interventions as part of a Multi-Tiered System of Support in reading and math will be implemented to meet the needs of at-risk students in grades K-5 to increase proficiency in reading and math by 5% as measured by EOG results in reading and math, HMH growth measures, mClass DIBELS | Complete 06/30/2023 | Paula LaPlant | 06/30/2023 |

measures, and Fountas and Pinnell reading assessments. (A4.01)

Notes: 5/03/2021- Our EOY proficiency data will be reviewed after EOG testing.
9/22/2020 - In the spring of 2020, our two reading specialists provided professional development through a book study (K-5 teachers and instructional assistants). Reading specialist will continue to support teachers with reading interventions through participation in PLC sessions and MTSS meetings.
Lead teacher will share and review RCSS provided correlation for HMH units of study.
9/13/2021 - Goal updated to adhere to SMART goal expectations.

A subset of schoolwide data will be analyzed to determine the growth of students who receive supplemental or intensive interventions in reading and/or math as of January 1, 2023.

(Updated 12/2022) Title I Expenditure: PC Modules and operating system for existing ClearTouch Panels in 4th grade (4) and ClearTouch Panels (5) for 3rd grade Purchase - The purchase of the PC modules and ClearTouch Panels will impact student learning by providing students with reliable technological tools that will maximize instruction, assessment, enrichment, and remediation. Furthermore, the purchase of these resources is necessary to support student engagement with the most up-to-date NC testing requirements and digital resources that are currently utilized within the school.

9/25/19 10/2022 Teachers will receive support from the lead teacher in the implementation of research-based interventions at the CORE instruction level to meet the needs of at-risk students. Teachers will document this work in the pre-screener with the support of the lead teacher. (A4.01)

Jenny O'Hara

06/30/2024

Notes: 5/3/2021- Attendance was not tracked this year due to the pandemic. We hope to re-establish a focus on attendance in the fall of 2021.

9/13/2021 - Goal was updated to adhere to SMART goal expectations.

10/2022 - Goal targeted CORE instructional interventions and the use of the pre-screening document.

(Updated 12/2022) Title I Expenditure: PC Modules and operating system for existing ClearTouch Panels in 4th grade (4) and ClearTouch Panels (5) for 3rd grade Purchase - The purchase of the PC modules and ClearTouch Panels will impact student learning by providing students

with reliable technological tools that will maximize instruction, assessment, enrichment, and remediation. Furthermore, the purchase of these resources is necessary to support student engagement with the most up-to-date NC testing requirements and digital resources that are currently utilized within the school.

9/2023 - Consistent meeting times to review pre-screener have been added to the master calendar to support capacity building and responsiveness at the CORE level. Laurie Walker is the main supporter of work in the pre-screener at this time.

| | KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | | <p>(2019-2020) Southmont Elementary is a PBIS school in which teachers work to build teacher/student rapport to enhance a classroom community. Our students also learn positive character behavior through Second Step bi-weekly instruction. Teachers participate in weekly class meetings to support Olweus philosophy to educate students about bullying and the negative ramifications that may go along with bullying. Teachers have been trained by Beth Mills on behavior management and strategies for use with students on the autism spectrum. Teachers collaborate in PLT meetings to discuss student behavior and plans to control negative student behavior. Teachers also work closely with our school counselor to refer students for additional support and possible small group sessions. Teachers and students also can receive support through our County Crisis Team in certain situations and also through Mentors with Communities in Schools.</p> <p>Focus of Social Emotional students' needs during the school shut down due to COVID-19. Teachers worked to ensure students Social Emotional needs were monitored.</p> <p>October 2022 - We will increase our focus on explicit instruction in self-regulation, inferencing based on body language and circumstance, and interpersonal skills through the consistent implementation of Second Step lessons.</p> | Limited Development 05/01/2017 | | |
| <i>How it will look when fully met:</i> | | | All teachers provide instruction that promotes students' social/emotional competency. | | Kristen Chargualaf | 06/30/2024 |

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| | <p>All teachers provide modeling that promotes students' social/emotional competency.</p> <p>All teachers collaboratively develop classroom norms that promote students' social/emotional competency.</p> <p>All teachers provide caring attention that promotes students' social/emotional competency.</p> <p>The following staff members will help Mrs. Chargualaf gather evidence for A4.06: Beth Allen, Heather Wood, Teena Graham, Paige Davis.</p> | | | |
| Actions | | 3 of 4 (75%) | | |
| 9/25/19 | Steven Webb will be providing professional development to all staff on how adults can intervene in helping students manage their emotions and behaviors | Complete 10/01/2019 | Kristen Chargualaf | 06/04/2021 |
| <p><i>Notes:</i> 9/22/2020 - On September 30th, 2019, Steven Webb met with the PBIS team to review PBIS initiatives. As a follow-up he presented behavioral strategies including de-escalation strategies. Steven Webb supported individual teachers in the development of behavior plans.</p> | | | | |
| 9/22/20 | Guidance counselor and lead teacher will help guide K-5 teachers through completion of RCSS directed SEL course in Canvas. | Complete 06/04/2021 | Kristen Chargualaf | 06/30/2021 |
| <p><i>Notes:</i> All staff members will complete the SEL course by the end of this school year. 4/30/21</p> | | | | |
| 9/25/19 | Principal, assistant principal, lead teacher, counselor and media specialist are participating in mental health professional development. (Youth Mental Health First Aid) | Complete 06/30/2023 | Kristen Chargualaf | 06/04/2023 |
| <p><i>Notes:</i> The principal, assistant principal and counselor have received training. The media specialist has not received this professional development as it wasn't offered this school year. (4/30/21)</p> <p>10/2022 - We will increase our focus on explicit instruction in self-regulation, inferencing based on body language and circumstance, and interpersonal skills through the consistent implementation of Second Step lessons. Professional development for all instructional assistants will be provided by the school counselor. Second Step lessons will be implemented as part of the instructional assistant-led ENCORE lessons.</p> | | | | |
| 10/16/22 | We will increase our focus on explicit instruction in self-regulation, inferencing based on body language and circumstance, and | | Kristen Chargualaf | 06/30/2024 |

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| | | | interpersonal skills through the consistent implementation of Second Step lessons. Professional development for all instructional assistants will be provided by the school counselor. Second Step lessons will be implemented as part of the instructional assistant-led ENCORE lessons. | | | |
| | | | <p><i>Notes:</i> 2021-2022 Title I Expenditure: BrainPop - BrainPop provides online, animated, and engaging lessons. The short videos build background knowledge and/or review familiar materials. BrainPop covers all content areas including resources for Art, Technology, SEL, and Health. Teachers have access to a variety of lesson planning resources and follow-up activities to use in conjunction with the content videos. Also, teachers can assign BrainPop topics for students to explore and interact with independently.</p> <p>2021-2022 Title I Expenditure: Flocabulary</p> <p>Flocabulary provides online, engaging lessons across all content areas including resources for life skills, current events, SEL, and health. The song videos include intriguing vocabulary words. Flocabulary’s educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum. Teachers have access to a variety of lesson planning resources and follow-up activities that can be accessed online or printed for students.</p> | | | |
| | 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 |
| | | | <i>Initial Assessment:</i> Last school year, we held a K-5 transition night. Parents and students had an opportunity to learn about curriculum and expectations for the next grade level. They visited classrooms and met teachers in the upcoming grade level. Our kindergarten classes have transition time in the spring in which they participate in literacy stations in the kindergarten classrooms. Our 5th grade students visit the middle school in the spring to learn about classes and plans 6th grade. | Limited Development 08/22/2017 | | |
| | | | <i>How it will look when fully met:</i> Southmont has student ambassadors to assist new students. These ambassadors help students new to Southmont understand procedures as well as the locations of various places in the school. The information from parent/student surveys and other community stakeholder input is used to create a better understanding of what is as students transition from grade to grade. | | Melanie Burgess | 06/30/2025 |
| | | | Actions | 2 of 3 (67%) | | |

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| 10/30/19 | Our 5th grade team will coordinate and carry out a visit to Southwest Randolph Middle School during the spring semester. | Complete 09/22/2020 | Chrystal Haigler | 06/04/2021 |
| <i>Notes:</i> 9/22/2020 - Due to school closure as a result of COVID-19 the visit to Southwest Randolph Middle School did not occur. The middle school held a virtual transition event for the 5th Graders during the last month of school for the 2019-2020 school year. Prior to this disruption, the student visit occurred on a regular basis. | | | | |
| 9/16/17 | Based on the success of last year's Transition Night, we will offer an additional Transition Night in the Spring. Pre-K will continue to visit Kindergarten classrooms and 5th grade will visit the middle school to support their transitions. | Complete 04/26/2021 | Chrystal Haigler | 10/30/2021 |
| <i>Notes:</i> 9/22/2020 - Due to the COVID-19 pandemic, virtual transition presentations were created for each grade level and were posted on ClassDojo. The face-to-face transition night will be re-established when safe to do so. This process will be ongoing. | | | | |
| 4/26/21 - Family engagement nights, including our transition night, all occurred virtually this year. Our lead teacher worked to develop a permanent Canvas course that will be a module to guide parents and students through the expectations for next year. The middle school provided information for our current 5th graders in regards to their transition to middle school. A transition day has been scheduled for June that will allow students to visit classrooms of the grade level they will be in next year. Ambassadors from classrooms will be established in the first quarter of next school year. (new action added). | | | | |
| 5/3/21 | Each classroom will designate a class ambassador to show new students' locations in the school building and to help them understand procedures (PBIS). | | Melanie Burgess | 06/30/2025 |
| <i>Notes:</i> | | | | |

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| 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 |
| Initial Assessment: | | The school's leadership team consists of administrators, lead teacher, | Full Implementation 11/03/2021 | | |

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| | grade level representation, classified representation, media specialist, reading specialist, and parent representative. The team meets twice per month. | | | |
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| Core Function: | | Dimension B - Leadership Capacity | | | |
| Effective Practice: | | Distributed leadership and collaboration | | | |
| KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The school's master schedule supports team structures at each grade level. The master schedule includes time for instructional planning and schedules that delineate specific duties. | Full Implementation 11/03/2021 | | |

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| Core Function: | | Dimension B - Leadership Capacity | | | |
| Effective Practice: | | Monitoring instruction in school | | | |
| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Administration continues to conduct walk through observations, review Canvas course content, lesson plans, and provide feedback in a timely manner after observations. October 2022 - Principal and assistant principal publish observation schedule at the beginning of the year, schedule all components of the observation cycle, and provide feedback in a timely manner. Classified staff also complete a professional development plan and receive feedback at the middle of the year and end of year as part of their observation cycle. | Limited Development 05/01/2017 | | |
| <i>How it will look when fully met:</i> | | The administration (principal and assistant principal) establishes processes for grade-level instructional planning and implementation. The administration monitors instruction through observations. The administration participates in Collaborative Team Time Administration is visible throughout the school. The administration will conduct pre-observation, observations, and post-observation discussions as part of the formal evaluation cycle. Administration provides actionable feedback to positively impact instructional practices. | | Paula LaPlant | 06/30/2024 |
| Actions | | | 1 of 2 (50%) | | |

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| 9/16/17 | Teachers will participate in pre-observation meetings and post observation meetings with administration to prepare for and review observations conducted within the teaching environment. | Complete 05/03/2021 | Ann Carol Grant | 06/09/2021 |
| <p><i>Notes:</i> 5/3/21- An effective observation plan that includes pre and post observation conferences has been established as a routine procedure at SMES.</p> <p>9/22/2020 - The 2020-2021 observation plan has been shared with certified staff and observations in classrooms have begun.</p> | | | | |
| 9/13/18 | CTT was redefined to offer more opportunities for collaboration among teachers. This helps teachers to gather additional ideas to better address curriculum needs and strengths within their instructional planning and delivery with support from the administration. CTT gives teachers a chance to address students (or groups of students) in need who are not meeting curriculum standards. Administrators will participate in collaborative discourse with grade-level teams. | | Paula LaPlant | 06/30/2024 |
| <p><i>Notes:</i> 9/22/2020 - A new lead teacher was hired for this school year. The new lead teacher will assess needs/desires of staff to create a plan of action.</p> <p>10/2022 - Laurie Walker has been hired as Lead Teacher. Collaborative Team Time is a focus as part of professional development in Professional Learning Communities. We have established a Guiding Coalition for this work. Monthly meetings are scheduled for the school year.</p> | | | | |

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| Core Function: | | Dimension C - Professional Capacity | | | |
| Effective Practice: | | Quality of professional development | | | |
| KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | Grade-level collaborative teams meet in Collaborative Team Time one time per week. Teams create the CTT agenda and employ the planning protocol and/or the data analysis protocol to inform their work. Benchmark data is made available three times per year in reading and math. Progress monitoring data in reading is also available. 10/2023: Grade-level teams are working on instructional calendars that indicate "what we are teaching and when we are teaching it" in 3-6 | Limited Development 04/24/2017 | | |

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| | <p>week chunks of time. The next step is for each team to determine when they will assess students to see if students are learning what we are teaching. Our teams are moving toward working from one grade-level instructional plan and making this plan visible to all instructional staff. This would allow all specialists to access and contribute to each grade level's instructional plan to best meet the needs of students.</p> | | | |
| How it will look when fully met: | <p>At the school level, data are used to identify instructional areas that need improvement. At the classroom level, data are used to determine teaching and learning strengths and weaknesses. At the student level, data are used to plan individualized instruction to meet specific student needs.</p> <p>Planning and data analysis protocols drive this collaborative work. Identifying essential standards in reading and math, making our instructional plans visible and accessible to all instructional staff, and working from one grade-level plan inform our continuous improvement.</p> | | Natalie Hoogkamp | 06/30/2025 |
| Actions | | 2 of 4 (50%) | | |
| 9/13/18 | <p>This school year, our MTSS plan was modified to include 4 teams. This will offer opportunities to review data as a group. All staff are addressing the use of MTSS in their PDP goals. Teachers are completing professional development and implementing Istation this school year. PLT sessions were redefined to offer more opportunities to discuss data.</p> | Complete 04/26/2021 | Gina Grant | 06/09/2021 |
| | <p><i>Notes:</i> 5/3/2021- Teachers and staff have made great progress in understanding the MTSS framework and applying it to daily practice. Teams will continue to review data as a group and make decisions based on student needs.</p> <p>9/22/2020 - We have a new MTSS school coach and three established MTSS teams. Staff continue to address MTSS implementation in their PDP goals for the year. PLC sessions will continue to include discussions on student data. Our reading specialists will continue to provide support and follow up from our Jan Richardson book study in the Spring of 2020.</p> | | | |
| 9/13/18 | <p>(2018-2019) Students are discussed and interventions are designed to support specific needs.</p> | Complete 04/26/2021 | Gina Grant | 06/09/2021 |
| | <p><i>Notes:</i> 4/26/21-This procedure is firmly established across grade levels.</p> <p>9/22/2020 - Student needs and interventions will be discussed on grade levels, PLCs, PD sessions, and MTSS team meetings.</p> | | | |

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| 5/3/21 | WINN groups (remediation and enrichment) will be established across all grade levels based on regular CTT data reviews. | | Natalie Hoogkamp | 06/30/2025 |
| <i>Notes:</i> 10/2022: Title I Expenditure - Interventionist Position (2 positions) Interventionists are distributed across grade levels to provide targeted instruction to help students with his/her academic needs. These students are chosen from their formative & summative assessments, benchmark data and reading level data. The interventionists remediate students in reading and/or math small groups. This purchase will impact and improve student learning through the provision of targeted differentiated instruction. In addition, teachers monitor students who are being served by an interventionist and will update/reevaluate student groups throughout the year. | | | | |
| 11/6/22 | WINN groups (remediation and enrichment) data will be used to assess professional development needs for teachers and staff and the allocation of resources. | | Natalie Hoogkamp | 06/30/2025 |
| <i>Notes:</i> 10/2022: Title I Expenditure - Interventionist Position (2 positions) Interventionists are distributed across grade levels to provide targeted instruction to help students with his/her academic needs. These students are chosen from their formative & summative assessments, benchmark data and reading level data. The interventionists remediate students in reading and/or math small groups. This purchase will impact and improve student learning through the provision of targeted differentiated instruction. In addition, teachers monitor students who are being served by an interventionist and will update/reevaluate student groups throughout the year. | | | | |

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| Core Function: | | Dimension C - Professional Capacity | | | |
| 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> | | The school utilizes state and district resources for recruiting, evaluating, rewarding, and replacing staff. These resources include TalentEd and NCEES. | Full Implementation 11/03/2021 | | |

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| Core Function: | | Dimension D - Planning and Operational Effectiveness | | | |
| Effective Practice: | | Resource Allocation | | | |

| | KEY | D1.02 | The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171) | Implementation Status | Assigned To | Target Date |
|--|-----|----------------------------|---|-----------------------------------|-------------|-------------|
| | | <i>Initial Assessment:</i> | <p>D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.</p> <ul style="list-style-type: none"> • Funding provides training for ESL teachers o Elevations-Used to track data and make decisions o ESL Coordinator o Parent Liaison o Provide ESL teachers and additional supports o Elevations Strategies • Funding to purchase various subscriptions to meet the unique needs of our EL student population • EC Funding- Used to support staff, instructional materials, and adaptive materials needed to best serve students with disabilities • Funding for additional EC teachers • Funding for iLearn Randolph course development and teachers. iLearn supports a variety of students through offering asynchronously taught courses to all students. • Funding also provides funds to support AVID in 6 schools within the district. <p>AVID provides scaffolded support that educators and students need to encourage college and career readiness and success. AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society</p> <ul style="list-style-type: none"> • Funding used to implement Professional Learning Communities within all schools. | Full Implementation 10/15/2023 | | |

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| | <p>Collaboration, common formative assessments, and data-driven decisions are key to Collaborative Team Time in the Randolph County School System.</p> <ul style="list-style-type: none"> • Funding provides professional development and leadership development • Provide 2 district lead teachers for elementary and 2 district lead teachers for secondary for core areas • Funding provides Interpreters in 3 of 4 quadrants in the Randolph County School System <p>Link to D1.02 Evidence Folder</p> | | | |
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| Core Function: | Dimension E - Families and Community | | | |
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| Effective Practice: | Family Engagement | | | |
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| | 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 |
|---|----------|-------|---|-----------------------------------|--------------|-------------|
| <i>Initial Assessment:</i> | | | The school holds curriculum nights that focus on family engagement. We send home HomeConnect letters when reading benchmarking in mClass are completed at BOY, MOY, and EOY. Teachers meet with parents after the 1st quarter is complete and during the second semester that includes discussion addressing how parents can help students' growth and development at home. | Limited Development 11/03/2021 | | |
| <i>How it will look when fully met:</i> | | | <p>The school provides consistent support to parents to ensure families know how they can help students continue to grow. Families are able to appropriately support students across the curriculum when working with them at home.</p> <p>We use attendance data and survey results from family engagement events, student achievement data, and communication logs to determine implementation effectiveness.</p> | | Heather Wood | 06/30/2025 |
| Actions | | | | 0 of 1 (0%) | | |
| | 10/16/22 | | Class Dojo will be utilized consistently as a form of two-way | | Heather Wood | 06/30/2025 |

communication between parents/guardians and school staff. This communication will be rooted in reaching parents and guardians directly, personally, and in a timely manner. This communication will focus on engaging parents and guardians in students' academic progress, academic expectations, and how parents and guardians can engage in students' academic experiences.

Notes:



NCStar/SIP Mandatory Components

School Name: Southmont Elementary School

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.

With the current personnel, it is not possible to provide sufficient student supervision and a daily duty-free lunch period. At times throughout the year, however, duty-free lunches are provided through the use of parent volunteers, teachers not assigned to regular classrooms, and administrators.

Duty-Free Instructional Planning

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

Resources will be used to provide teachers with 45 minutes of planning during the instructional day (five times per week). A master schedule has been developed with the priority of maximizing instructional time and providing collaborative planning time.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

The Multi-Tiered-System of Support Team meets at the beginning of the year to inform teachers of students who engaged in the MTSS process the previous year. Intervention data and documentation is audited throughout the year and is included in cumulative record review for our students who are transitioning to middle school.