



Southmont Elementary School
School Improvement Plan
2022-2023

Comprehensive Progress Report

Mission: The mission of Southmont Elementary School, along with parents and community members, is to educate students with the knowledge, skills, and values necessary to become productive adults in a 21st-century global society.

Vision: The vision of Southmont Elementary School is to maximize educational opportunities for every student through the engagement of all stakeholders, prioritizing a safe and nurturing learning environment, and fostering a growth mindset for all.

Goals:

By the end of the 2022-2023 school year, the percentage of students in grades K-5 achieving proficiency in reading will increase by 5% as measured by EOG (Reading), DIBELS Benchmark measures, and Fountas & Pinnell text reading level. (A1.08, A2.01, A3.04, A3.05, A4.01)

By the end of the 2022-2023 academic year, at-risk students in grades K-5 who are receiving targeted interventions in reading and/or math (Supplemental/Intensive levels prior to January 1, 2023) will increase proficiency in targeted areas by 5% as measured by EOG (Reading and/or Math) results, HMH growth measures, mClass DIBELS Benchmark measures, CFA data (Math), and Fountas and Pinnell text reading level. (A1.08, A2.01, A3.04, A3.05, A4.01, C2.01)

By the end of the 2022-2023 school year, the percentage of students in grades K-5 achieving proficiency in math will increase by 5% as measured by EOG (Math), CFA data (Math), HMH growth measure, and K-2 EOY summative assessments. (A1.08, A2.01, A3.04, A3.05, A4.01)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>(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.</p> <p>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 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.</p> <p>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.</p>	Limited Development 11/03/2021		
<i>How it will look when fully met:</i>		The number of behavior referrals will decrease and the number of positive behaviors will increase. The opportunities for celebrating meeting schoolwide PBIS goals will increase.		Kristen Chargualaf	06/30/2025
<i>Actions</i>			0 of 1 (0%)		
	11/3/21	<p>Southmont teachers will</p> <ol style="list-style-type: none"> 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. 		Kristen Chargualaf	06/30/2025

Notes:

	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>Southmont Elementary School develops teaching practices that focus on differentiated instruction, student progress monitoring, student data tracking documentation, and Mustang PRIDE Awards.</p> <p>October 2020 -Southmont continues to implement teaching practices that focus on differentiated instruction. Students participate in growth mindset lessons and teachers promote a growth mindset mentality in their classrooms. Teachers reward students using PRIDE points on ClassDojo. Our CIS representative is working with students in grade 2-5 on SEL.</p> <p>October 2022 - An increased number of our Instructional Assistant-led ENCORE lessons will focus on social-emotional learning and support our schoolwide PBIS goals. Our CIS representative will continue to work with students to support individual social-emotional learning goals. Our school social worker will serve on one of our MTSS teams to support intervention in this area as needed.</p>	Limited Development 08/24/2018			
How it will look when fully met:	<p>All Southmont Elementary students will engage in lessons across the school promoting growth mindset. All students will participate in collecting and analyzing data across all areas to set goals and track data to meet said goals. Collected data will be analyzed for student growth. Pride points and positive reinforcement will be consistently given throughout the school building. The following staff members will help support Mrs. O'Hara in her data collection: Park (Pre-K) , Abernethy (1st) , Ray (Kindergarten) , Milligan (2nd) , Andrews (3rd) , Luther (5th), Ridge (4th), IA's, Sabrina Hunt, Somero</p>		Jenny O'Hara	06/30/2023	
Actions			1 of 3 (33%)		
9/24/19	Teachers and staff will award positive behavior with PRIDE awards.		Complete 06/10/2020	Kasey Shelton	06/04/2021

Notes: 12/01/2020 As a school we will begin schoolwide use of Pride Button and begin recognizing students for the Spring semester.

9/22/2020 - Up to the time of school closure due to COVID-19, staff were sent a Google form to fill out each week on the number of students who received PRIDE awards and who their class winner was for the week. - Classroom winners were then put into a pool and a winner was chosen from K-2 and 3-5. The winner was announced over the intercom and went to the office to select a prize. - For the 2020-2021 school year this process will continue.

9/20/18 Teachers will incorporate Class Dojo Growth Mindset lessons in the classroom. Perseverance and The Power of Yet mentality are evidenced throughout the school.

Jenny O'Hara

06/30/2023

Notes: 9/22/2020 - Sylvia Davis worked with teachers during PLCs for the 2019-2020 school year to promote growth mindset. She presented a power point. She also provided read-alouds to promote growth mindset through classroom model lessons. (Bubble Gum Brain) - Teachers across all grade levels have used the ClassDojo growth mindset lessons and have supplemented them with other growth mindset resources. Growth mindset lesson will continue for the 2020-2021 school year.

12/01/20 *Some growth mindset lessons occurred at the beginning of the year. Teachers were reminded to try and incorporate them into daily instruction. Some ideas shared were the use of HMH growth mindset components, classroom read-alouds, class meetings, and remote learning lessons.

4/26/21 - All grade levels (K-5) have completed some growth mindset lessons this year. Teachers also worked to equip students with strategies that help them set growth goals. Due to the COVID-19 pandemic, implementation with fidelity has not occurred. This action needs to continue for next year.

10/2022 - The use of Class Dojo in this way has not been a focus for the past year. The PBIS team will reconvene to reintroduce ideas for supporting and celebrating a growth mindset through goal setting and the recognition of incremental improvements.

10/26/20 Teachers and instructional assistants will provide instruction that focuses on approaches to learning that assist student in goal setting and recognizing one's growth.

Jenny O'Hara

06/30/2023

Notes: 4-26-21 - Teachers are working with students to create data walls focused on growth. The school-wide math challenge also focuses on setting goals and growing as a class to meet them.

1/5/2021 - School Review/Update

*Kindergarten students are tracking sight words they can read and numbers they can recognize/count to on their data charts. Teachers are also tracking this data with ESGI.

*First grade has created a plan for students to track reading levels and the number of math problems they get correct out of 10.

*2nd Grade looks at and reflects on graphs generated from IStation to see progress. Students also track their reading level growth. Students are using Xtramath for math fact fluency and have discussed growth as they move closer to 100%. Some classes have students setting personal goals.

*3rd Graders are also tracking reading levels and math facts.

*4th and 5th grade teachers have students track math facts based on their level. Students record, track growth from day to day, and spend time reflecting on data every two weeks.

*ESL (2nd and 3rd) students have set goals for their upcoming Access test. Students analyzed their scores for each domain from the previous year and came up with individualized goals.

10/2022 - Title I Expenditure: Letterland Professional Development Sessions - SMES K-3 classroom teachers are required to teach Letterland every day. Letterland aligns with NC LETRS training and the Science of Reading. In addition, this program develops strategic readers in the areas of phonemic awareness and phonics. This training would allow teachers to receive a full understanding of the Letterland Scope and Sequence, the correct way to teach all components of Letterland, and how to use the program with fidelity so that we are able to maximize teacher usage and mastery for students.

The purchase of professional development will directly impact student learning in the areas of phonemic awareness and phonics for ALL students in grades K-3. The staff development will provide teachers with a scope and sequence of how to introduce letters through phonic stories as students learn phonetic patterns, syllables, rhyme, letter shapes, and sounds.

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.

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

Effective Practice:

Curriculum and instructional alignment

	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>Our school schedule allows for each grade level team to meet formally twice a month for PLT meetings to discuss student needs. The MTSS teams meet for 45+ minutes of time weekly. Due to the COVID-19 pandemic in the 2019-20 year, our PLT and MTSS meetings were modified. Currently, PLT, MTSS and professional development sessions are conducted via Google meets and will resume to the original format once it is safe to do so.</p> <p>October 2020--Currently our school schedule allows for each grade level department to meet formally twice a month for PLT meetings with the lead teacher to discuss student progress and needs as well as improving instructional practices. Grade level teachers meet to plan lessons collaboratively. We have three MTSS teams that meet after school to support teachers with intervention strategies, analysis of data, and collaboration on student progress. These meetings are conducted via Google Meets due to the COVID-19 pandemic.</p> <p>October 2022 - Our master schedule currently supports Collaborative Team Time one time per week for 90 minutes per session. This meeting is supported by the lead teacher, is agenda-driven, is focused on learning, and is results-oriented. Grade-level teams have one additional 90-minute block of time one day per week and one 45-minute block of time one day per week to work collaboratively.</p>	Limited Development 09/30/2019		
	<i>How it will look when fully met:</i>	Instructional teams (grade level teachers and support staff) will meet a minimum of two times a month to align curriculum and standards to lesson plans. They will meet at least once quarterly for a large block of time (4-6 hours) to plan instructional units. Teams will meet a minimum of two times a month to evaluate plans, modify, and examine the effect units are having on student achievement. When evaluating the effectiveness of plans, teams will problem solve reteaching strategies/plans to address areas they determine were not effectively reached through their initial plan. The MTSS leads will help gather evidence: (Pollard, Burgess, Cruthis, and Walker)		Laurie Walker	06/30/2023
	<i>Actions</i>		2 of 4 (50%)		
	10/30/19	Lead teacher meets with teachers to provide professional development related to best practices during PLT times.	Complete 09/22/2020	Chrystal Haigler	11/20/2020

Notes: Last year, this action was complete until an interruption caused by the COVID-19 school closure. Since the beginning of the 2020-2021 school year, all grade levels have met three times.

PLCs conversations about student's scores on BOY assessments such as IStation have occurred. Teachers were notified if they have a student in Tier 2 and a schedule has been created to discuss continuation/modifications of interventions.

The action of professional development and collaboration through PLCs will be ongoing.

10/30/19	Grade levels will meet in PLCs at least once a month to review student data. Data may include any of the following: IStation progress, NC Check Ins, grade level CFAs, benchmark assessments, or other standards based performance measures.	Complete 09/22/2020	Chrystal Haigler	11/20/2020
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Notes: This will be reviewed once data walls are established for the 2020-2021 school year.

10/16/22	Collaborative teams will meet at least 3 times per month for 90 minutes to focus on student learning, analyze data, or collaborate on instructional planning.		Laurie Walker	06/30/2023
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10/30/20	Instructional teams will meet at least once quarterly for a large block of time (4-6 hours) to plan instructional units.		Laurie Walker	06/10/2025
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Notes: 4/30/21- Due to COVID-19, we have been unable to fully implement our quarterly planning sessions.

10/2022 - Due to the high level of expectations on most certified staff associated with LETRS professional development, the portion of this goal that focuses on common, vertical planning will be moved to a later date.

10/2022 - Title I Expenditure: Full-Day Planning Sessions - During the 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, to create common formative assessments, and to analyze benchmark or formative data.

A2.02

Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)

Implementation Status

Assigned To

Target Date

<p>Initial Assessment:</p>	<p>(2019-2020) School master schedule was refined to include extended blocks of common planning time among grade level teachers. These instructional teams meet for 90 and 45 minute blocks of time. During these meetings, units of instruction are developed and refined, as well as student learning data reviewed. These meetings are facilitated by the Lead Teacher. Quadrant grade level meetings occur each semester for collaboration. Three workdays were provided prior to the school year for grade levels to plan and prepare instructional resources.</p> <p>October 2020- Grade level teams meet twice a month with the lead teacher to discuss student progress and develop intervention strategies. Teams collaborate on weekly instructional plans outside of these PLT sessions. At this time, extended planning sessions have not been established for the 2020-21 school year. Due to the COVID-19 school closure, instruction and assessment opportunities were interrupted. Teachers are gathering valid learning data as students have recently returned to school for four days a week.</p>	<p>Limited Development 08/24/2018</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>	
<p>How it will look when fully met:</p>	<p>In addition to weekly CTT opportunities for instructional planning, grade level and support staff teams meet for a larger block of time at least one time per month. During these sessions, teachers discuss what works and what is not working by reviewing student progress data, units of instruction, and differentiated lessons. Non-classroom certified staff work to integrate grade level standards into classroom instruction.</p>		<p>Amy Garner</p>	<p>06/19/2023</p>
<p>Actions</p>		<p>2 of 3 (67%)</p>		
<p>9/13/18</p>	<p>Grade levels will meet in PLCs at least once a month to review student data. Data may include any of the following: IStation progress, NC Check Ins, grade level CFAs, benchmark assessments, or other standards based performance measures.</p>	<p>Complete 09/22/2020</p>	<p>Chrystal Haigler</p>	<p>06/05/2021</p>
<p><i>Notes:</i> This PLT procedure is well established with all grade levels. Review of student data will continue be an ongoing practice.</p>				

9/22/20	Teachers have daily planning sessions five days per week. They will continue to discuss student progress (ELA & Math) with the lead teacher at least once a month.	Complete 04/26/2021	Amy Garner	06/05/2021
<i>Notes:</i>				
5/3/21	Common vertical planning sessions after school will be held two times per month. The focus of these sessions will be the inclusion of all certified staff in instructional planning and practices. This will support the growth and development of the whole child through standard alignment and integration across all learning settings.		Amy Garner	06/30/2025
<i>Notes:</i>				
Implementation:		09/27/2019		
Evidence	9/27/2019 Encore/Planning time schedule has been uploaded for documentation.			
Experience	9/27/2019 Our master schedule this year allows for teachers to have planning and collaboration time.			
Sustainability	9/27/2019 The master schedule is reviewed each year to best meet the needs of students and teachers. A team of teacher collaborate with administration to create the master schedule.			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>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 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>	Limited Development 05/01/2017		
<i>How it will look when fully met:</i>			<p>Math instruction will include unit plans aligned to NC State Standards for each grade level. Minutes from Collaborative Team Time will reflect the use of common formative assessments, district and state-created assessments, and student data to carefully plan instruction to meet the needs of all learners. Resources used will include the NCSCOS for math, HMH Into Math program, and various teacher-created lessons. The following staff members will assist in collecting lesson plan evidence for A2.04: Suggs, Kiser, Chavez, Beane, Needham, Holcomb, Chapman.</p>		Laurie Walker	06/30/2023
<i>Actions</i>				2 of 3 (67%)		
9/22/20	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.		Complete 04/26/2021	Chrystal Haigler	12/01/2020	
<i>Notes:</i>						
9/24/19	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.		Complete 06/09/2020	Layla Fields	06/09/2021	
<i>Notes:</i> 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.						

4/26/21 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.

Laurie Walker

06/30/2023

Notes: 10/2022 - Title I Expenditure: Full-Day Planning Sessions - During the 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, to create common formative assessments, and to analyze benchmark or formative data.

Title I Expenditure: Chromebook Purchase (50 Chromebooks) - The purchase of Chromebooks will impact student learning by providing them with a technological tool that will be maximized for instruction, assessment, enrichment, and remediation. Furthermore, the purchase of these Chromebooks is needed for the most up-to-date Chrome software that is compatible with NC testing and digital resources relative to programs utilized within the school.

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

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.

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Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers use data to drive instruction on a daily basis.</p> <p>October 2020 - Instructional Teams review test results to monitor student mastery of key concepts and skills which drives instruction on a daily basis. Examples include data from ESGI, CFAs, NC Check Ins, HMH Growth Measures, and Istation subtests/on demand assessments Teachers individualize instruction based on these results to provide support for some students and enrichment learning opportunities for others.</p> <p>October 2022 - Our CTT will focus heavily on the creation of CFAs and the analysis of teacher effectiveness based on the results. Teachers will then determine student groupings and next steps based on this data. Small group instruction (remediation and enrichment) will be implemented based on post-test results.</p>	Limited Development 09/20/2018		
<i>How it will look when fully met:</i>		Collaborative Teams will analyze data from unit pre-tests and post-tests to review student progress, compare results, share teaching strategies, and modify their instructional plans to enable all students to demonstrate a 5% increase in proficiency on end-of-year assessments.		Melanie Burgess	06/30/2023
<i>Actions</i>			1 of 2 (50%)		
	9/20/18	Grade levels will analyze a variety of benchmark data to plan instruction (IStation, HMH growth measure and NC Check Ins).	Complete 04/30/2021	Dawne Smith	10/30/2021
		<p><i>Notes:</i> 9/22/2020 - Teachers (3-5th) review check in data for Math, Reading, and Science (5th). This year K-5 will have access to Istation data for Reading. Teachers have access to on demand assessments in IStation. Kindergarten will be able to look at ESGI data for Math.</p> <p>4/30/2021- All grade levels will work to ensure CFAs are a component of planning instruction. (new action added)</p>			
	9/20/18	Students will monitor and assess their own data in the area of reading and math. Grade levels will determine specific skills or data measures for students to track and evaluate.		Melanie Burgess	06/30/2023

Notes: 9/22/2020 - Grade levels will determine a measure to collect data in the areas of math and ELA. Data collection will vary per grade level. Grade levels will provide samples of data quarterly.

10/2022 - Collaborative Team Time will focus on student learning and results as teachers create, schedule, and analyze common formative assessments in math. They will determine student groupings, teacher effectiveness, and next steps based on this data.

Title I Expenditure - Interventionist Positions (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.

Title I Expenditure (ESGI): Teachers will gather data across content areas to improve learning and guide instruction. Teachers will provide personalized data to parents and support staff (ESL, EC, Reading Specialist and Interventionist). Student data will also be used to support student growth through MTSS interventions.

	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
	Initial Assessment:	<p>Students participate in formative benchmarks including but not limited to HMH Benchmark, IStation Benchmark, and Fountas and Pinnell assessments.</p> <p>October 2020 - This year students will participate in multiple formative benchmarks including but not limited to HMH Growth Measure, IStation Quarterly Benchmarks/Monthly Progress Monitoring, Fountas and Pinnell reading assessments, NC Check-Ins for Reading and Math in grades 3-5, NC Check In for Science for grade 5, and NC Passports for Reading and Math for grades 4-5.</p> <p>October 2022 - Students are assessed throughout the school year in reading, writing, and math through state benchmark and end of year assessments. These include mClass assessment measures, NC Check Ins, and End of Grade assessments. Students are assessed using district benchmark assessments in writing across three genres (narrative, opinion, and informational writing). We also assess for application of reading and spelling skills and strategies through Fountas and Pinnell benchmark assessment and spelling inventory three times per year.</p>	Limited Development 09/30/2019		
	How it will look when fully met:	Benchmark assessments will be given three times a year. Teachers along with Instructional teams will consistently review the results in order to adapt instruction and identify student needs. Student remediation and enrichment groups will be flexible and reflect data gathered from benchmarks. Classroom Tier 1 instruction will be modified and reteaching will occur as the need is reflected in benchmark data.		Robyn Aldacosta	06/30/2024
	Actions		3 of 4 (75%)		
	10/30/19	Istation ISIP Benchmark assessments are conducted three times annually for students in grade K-5. Monthly progress monitoring will be conducted using Istation ISIP in grades K-5.	Complete 04/30/2021	K-5 teachers	06/05/2021

Notes: Because of the newness of this assessment tool, it will not become routine until one cycle is complete.

9/22/2020 - 2019-2020 school year was interrupted by COVID-19 and therefore EOY assessments did not occur. For the 2020-2020 school year IStation has been expanded to include 4th and 5th grade. All grade levels will participate in 3 benchmark assessments using IStation. Grade level data will be discussed in PLC sessions.

10/30/19	K-5 teachers will conduct the HMH Growth Assessment for math three times a year.	Complete 04/30/2021	K-5 teachers	06/05/2021
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Notes: Due to the newness of this resource, it will not become routine until the completion of one annual cycle.

9/22/2020 - Due to the interruption of COVID-19 EOY assessments did not occur during the 2019-2020 school year. For the 2020-2021 school year first grade through fifth grade will conduct assessments 3 times a year and kindergarten will conduct assessments twice a year. Grade level data will be discussed in PLC sessions.

10/29/20	3-5 Classroom teachers will administer NC Check-Ins in tested areas.	Complete 04/30/2021	3-5 Teachers	06/06/2021
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Notes:

5/3/21	Student remediation and enrichment groups will be flexible and reflect data gathered from benchmarks.		Robyn Aldacosta	06/30/2024
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Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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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
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Initial Assessment:

(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.

(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 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.

Limited Development
04/24/2017

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 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: Pollard, Wood, IA-Figueroa, Encore-, Reading Specialist- Amy Cruthis, Shackleford, Aldacosta, Adams, O'Hara, Gilman, Haigler, E. McLeod.		Dawn Stutts	06/30/2023
Actions		1 of 3 (33%)		
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 2021-2022 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 measures, and Fountas and Pinnell reading assessments. (A4.01)		Paula LaPlant	06/30/2023

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.

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)

Paula LaPlant

06/30/2023

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.

Title I Expenditure: Chromebook Purchase (50 Chromebooks) - The purchase of Chromebooks will impact student learning by providing them with a technological tool that will be maximized for instruction, assessment, enrichment, and remediation. Furthermore, the purchase of these Chromebooks is needed for the most up-to-date Chrome software that is compatible with NC testing and digital resources relative to programs utilized within the school.

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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Initial Assessment:

(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.

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.

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.

Limited Development
05/01/2017

<p>How it will look when fully met:</p>	<p>All teachers provide instruction that promotes students' social/emotional competency.</p> <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>		<p>Kristen Chargualaf</p>	<p>06/19/2023</p>
<p>Actions</p>		<p>2 of 4 (50%)</p>		
<p>9/25/19</p>	<p>Steven Webb will be providing professional development to all staff on how adults can intervene in helping students manage their emotions and behaviors</p>	<p>Complete 10/01/2019</p>	<p>Kristen Chargualaf</p>	<p>06/04/2021</p>
<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>				
<p>9/22/20</p>	<p>Guidance counselor and lead teacher will help guide K-5 teachers through completion of RCSS directed SEL course in Canvas.</p>	<p>Complete 06/04/2021</p>	<p>Kristen Chargualaf</p>	<p>06/30/2021</p>
<p><i>Notes:</i> All staff members will complete the SEL course by the end of this school year. 4/30/21</p>				
<p>9/25/19</p>	<p>Principal, assistant principal, lead teacher, counselor and media specialist are participating in mental health professional development. (Youth Mental Health First Aid)</p>		<p>Kristen Chargualaf</p>	<p>06/04/2023</p>

Notes: 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)

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.

10/16/22 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.

Kristen Chargualaf

06/30/2023

Notes: 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.

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.

	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 would have student ambassadors for new students. These ambassadors will help the students understand procedures as well as locations of various places in the school. The information from parent/student surveys for before and after transitional meetings will be used to create a better understanding of what is expected at the next level.		Dawn Stutts	06/30/2025
Actions				2 of 3 (67%)		
	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

Notes: 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).

Dawn Stutts

06/30/2025

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support & Improvement Team.	Full Implementation 11/03/2021		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school's leadership team consists of administrators, lead teacher, grade level representation, classified representation, media specialist, reading specialist, and parent representative. The team meets twice per month.	Full Implementation 11/03/2021		

	B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Student data is continuously monitored and instructional adjustments are made as needed.	Limited Development 08/24/2018		
<i>How it will look when fully met:</i>		The Leadership Team would set annual goals for student learning outcomes across grade levels and for student subgroups. The goals would be based on current student learning data and would be supported by school policies, schedules, and specific professional development that aligns with the goals. In classrooms, lesson plans and assessments would align with the goals set by the team and be used to inform daily instructional decisions.		Melanie Burgess	06/30/2024
Actions			1 of 2 (50%)		
	9/13/18	Each quarter the grade level assessment wall will be updated and analyzed by grade levels to address student needs.	Complete 04/30/2021	Melanie Burgess	06/04/2021
	<i>Notes:</i>	This goal will be a reoccurring each year.			
	9/25/19	WINN (What I Need Now) groups are established through data analysis and response to interventions provided at the core, supplemental, and intensive levels.		Melanie Burgess	06/30/2023
<i>Notes:</i>		5/3/2021- WINN groups were negatively impacted this year due to staff quarantines and additional required duties of our instructional assistants. K-5 data-based groups will be implemented first quarter. 9/22/2020 - Teachers are in the process of assessing student needs because of the interruption of instruction for spring 2020. Following BOY assessments plans for WINN groups will be developed. 10/22/2022 - CFAs in math and foundational reading skills measured with mClass measures are reviewed at least 3 times per year to determine appropriate levels of instruction and target specific needs for students.			

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		

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>		<p>Administration continues to conduct walk through observations, review Canvas course content, lesson plans, and provide feedback in a timely manner after observations.</p> <p>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.</p>	Limited Development 05/01/2017		
<i>How it will look when fully met:</i>		<p>The administration (principal and assistant principal) will establish processes for grade level planning and delivery of instructions. The administration will monitor instruction per teacher through in person observations and support for instruction through CANVAS. The administration will meet with grade level teams during PLTs weekly and visit classrooms on a regular basis to ensure instruction of curriculum is being delivered to administration's expectations and standards. Administration will ensure visibility throughout the school and within CANVAS courses to support instruction and help to increase positive effects on teachers and students. The administration will conduct pre-observation meetings with certified staff to prepare for formal observations in the teaching environment. Following formal observations, administration will provide constructive criticism and feedback to instruction practice through post observation meetings with each teacher.</p>		Amy Garner	06/30/2024
<i>Actions</i>			1 of 2 (50%)		
	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

Notes: 5/3/21- An effective observation plan that includes pre and post observation conferences has been established as a routine procedure at SMES.
9/22/2020 - The 2020-2021 observation plan has been shared with certified staff and observations in classrooms have begun.

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

Notes: 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.

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.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The principal has provided a schedule that allows for teachers to meet together twice a month. PLTs give teachers opportunities to demonstrate leadership by sharing their strengths and successes. Involving more teachers in the MTSS process (three full teams) also provides opportunities to for outstanding teachers to share their strengths. Peer observers, as well as mentors are also chosen to share strengths with beginning teachers.</p> <p>October 2022 - The master schedule provides collaborative team time two times per week for 90 minutes per session. An additional 45-minute time block is also available. One time per week collaborative teams meets with the lead teacher and administration to focus on learning, examine data to determine teacher effectiveness and student response to instruction, and plan the next best steps.</p>	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>		Teachers will have a network of peers to share their expertise with and from whom to learn. Teacher leaders at the school site work to share ideas and support needs of others through purposefully designed professional development sessions and staff meetings.		Paula LaPlant	06/30/2024
Actions			2 of 3 (67%)		
	10/30/19	Principal carefully chooses peer observers within the NCEES process to share expertise with less experienced educators.	Complete 08/22/2019	Ann Carol Grant	08/22/2019
<i>Notes:</i>					
	10/30/19	Beginning in the November 2019 faculty meeting there will be a designated time for teachers to share successful technology strategies with their colleagues.	Complete 06/04/2021	Paula LaPlant	06/05/2021

Notes: 5/3/21- With limited opportunities to meet face to face this school year, our faculty meetings were redesigned and did not consistently provide these opportunities for teachers. The SIT hopes to reinstate this practice in the fall of 2021

While technology will be the focus of the November faculty meeting, other months will be devoted to the sharing of best practices in other instructional areas.

9/22/20

Technology Tuesdays were started in the 2019-2020 school year. Prior to school closure, there were 3 in person session and it was then addressed through PLC conversations in regard to technology used for remote instruction.

10/16/22 Kindergarten - 5th grade teacher teams will present alternative math strategies during staff meetings to share instructional practices with all staff members.

Ivy Bean

06/30/2024

Notes:

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
<i>Initial Assessment:</i>		Continue to implement ways to analyze data for instruction. Data from mClass will be used to drive literacy instruction. All grade levels are using math universal screeners this year to gain additional data.	Limited Development 04/24/2017		
<i>How it will look when fully met:</i>		Student performance data will be disaggregated by sub-group (gender, SWD, EL) to identify areas of need in professional practice. This data will drive the allocation of resources and professional development for teachers and staff.		Natalie Hoogkamp	06/30/2025
Actions			2 of 4 (50%)		
9/13/18		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.	Complete 04/26/2021	Gina Grant	06/09/2021
<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. 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.					
9/13/18		(2018-2019) Students are discussed and interventions are designed to support specific needs.	Complete 04/26/2021	Gina Grant	06/09/2021

Notes: 4/26/21-This procedure is firmly established across grade levels.
9/22/2020 - Student needs and interventions will be discussed on grade levels, PLCs, PD sessions, and MTSS team meetings.

5/3/21 WINN groups (remediation and enrichment) will be established across all grade levels based on regular CTT data reviews.

Amy Garner

06/30/2025

Notes: 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.

Amy Garner

06/30/2025

Notes: 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.

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 TeacherMatch and NCEES.	Full Implementation 11/03/2021		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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>		The school will provide consistent support to parents to ensure families know how they can help students continue to grow. Families will be able to appropriately support students across the curriculum when working with them at home. We will use attendance data and survey results from family engagement events, student achievement data, and communication logs to determine implementation effectiveness.		Heather Wood	06/30/2025
<i>Actions</i>			0 of 1 (0%)		
	10/16/22	Class Dojo will be utilized consistently as a form of two-way communication between parents/guardians and school staff. This communication will be rooted in reaching parents and guardians directly, personally, and with a trusting approach. 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.		Caroline Suggs	06/30/2025
<i>Notes:</i>					

	E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Southmont provides support and instruction for parents in reading through our Reading Parent Engagement event. This annual event is a time in which parents attend a meeting to learn about ways to support their child at home and resources they can use to help them. In addition, teachers frequently share tips for developing strong family reading habits.	Limited Development 09/30/2019		
<i>How it will look when fully met:</i>		School staff communicate practical guidance on regular, supportive reading interactions to families. This will help families support the acquisition of the habit of reading at home. The school takes an active role in encouraging parental engagement in shared reading activities.		Rocio Chavez	06/30/2025
<i>Actions</i>			1 of 3 (33%)		
	10/30/19	Principal will address the value of reading at home through her newsletter column monthly.	Complete 04/26/2021	Ann Carol Grant	01/10/2021
		<p><i>Notes:</i> 9/22/2020 - Ms. Grant will continue to address the value of reading at home through newsletters.</p> <p>4/26/2021 -Ms. Grant has shared information with families in regards to encouraging reading at home in newsletters. Mrs. Haigler has written an article that was sent to parents in one of the memos in regards to building vocabulary. Parents received guidance on how to help their children at home through our Virtual Family Reading Night.</p>			
	10/30/19	Media Specialist and teachers will provide monthly suggestions via Class Dojo regarding developing strong reading habits at home.		Kathy Somero	06/30/2025
		<p><i>Notes:</i> 9/22/2020 - Media specialist and reading specialist will work together to communicate strong reading habits at home.</p> <p>4-26/21 - This will need to be continued into next year in order for this to be considered routine. Teachers will share reading information with families in order to help families support their children's reading skills.</p> <p>10/2022 - Family Engagement Night materials will focus on reading behaviors when reading aloud to another and being read to.</p>			

11/6/22 Teachers will communicate with parents regularly about students' performance. Home Connect letters from mClass will be sent home after benchmarking is completed (three times per year). Activities that can be done at home will be included during parent/teacher conferences.

Kathy Somero

06/30/2025

Notes: 10/2022 - Family Engagement Night materials will focus on reading behaviors when reading aloud to another and being read to.



School: Southmont Elementary

School Year: 2022-2023

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *“The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”*

Committee Position	Typed Name	Signature	Date
Principal	Paula LaPlant		10/24/22
Assistant Principal	Amy Garner		10/24/22
Leadership Chairperson/Reading Specialist	Melanie Burgess		10/24/22
PreK Representative	Caroline Suggs		10/24/22
Kindergarten Representative	Rocio Chavez		10/24/22
1st Grade Representative	Robyn Aldacosta		10/24/22
2nd Grade Representative	Bethany Adams		10/24/22
3rd Grade Representative	Jenny O’Hara		10/24/22
4th Grade Representative	Ivy Bean		10/24/22
5th Grade Representative	Natalie Hoogkamp		10/24/22
ENCORE Representative	Bryant Voncannon		10/24/22
Lead Teacher	Laurie Walker		10/24/22
School Counselor	Kristen Chargualaf		10/24/22
ESL Representative	Dawn Stutts		10/24/22
Media Specialist	Kathy Somero		10/24/22
Instructional Assistant Representative	Kristi Walker		10/24/22
Exceptional Children Representative	Heather Wood		10/24/22
Communities In Schools Representative	Beth Allen		10/24/22
Parent Representative	Liz Strider		10/24/22



NCStar/SIP Mandatory Components

School Name: Southmont Elementary School

School Year: 2022-2023

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

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 90 minutes of planning during the instructional day (two times per week) and 45 minutes of planning during the instructional day (one time 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.