



Southmont Elementary School
School Improvement Plan
2019-2020

Comprehensive Progress Report

Mission: Randolph County School System Mission Statement The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

Vision: Randolph County School System Vision Statement The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: • All students can learn; • All students will be taught in a safe and nurturing learning environment; • All students deserve a teacher who is qualified and well-prepared; • All students deserve access to instructional resources managed in a fiscally-responsible manner; and • All stakeholders share the responsibility and accountability for student learning.

Goals:
Students First in All We Do



! = 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
Initial Assessment:			(2019-2020) Currently Southmont Elementary School is a PBIS school. We have implemented the Matrix system and Mustang Pride awards. All teachers and staff are connected to ClassDojo (online behavior tracking and communication system). Our teachers use weekly class meetings to aid students in their understanding of behavioral expectations. We also have a trained OLWEUS team that has helped to train teachers in bully prevention. Five teachers have been trained in “Capturing Kids’ Hearts” and are piloting this program in their classrooms. This helps to build our classroom community. Second Step is consistently used to help students understand how their actions affect others and may cause negative or positive consequences. Classes also have guidance lessons to address the guidance standards and specific needs that teachers have noted in their needs assessment document. Select students also 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. Raven Buddies are student mentors from Randolph Early College that work with select students	Limited Development 08/22/2017		

		throughout the school day. Communities in School Student Support Specialist also serves targeted groups of similar needs to support school climate. For example: Book clubs, Science club, Running Club, Cooking Matters, and Lunch buddies. 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.			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		The number of referrals will decrease and the number of positive behaviors will increase.	Objective Met 09/26/19	Kristen Chargualaf	09/26/2019
Actions					
9/6/18		Communities in Schools Student Support Specialist leads targeted groups.	Complete 09/26/2019	Beth Allen	09/24/2019
		<i>Notes:</i>			
9/24/19		Southmont teachers will implement and use PBIS videos of expected behavior in various parts of the school, connect with Parents/Teachers through ClassDojo, support classroom teachers/school staff lead class meetings, and Weekly Pride Award winners are publicly announced.	Complete 09/26/2019	Chrystal Haigler	09/24/2019
		<i>Notes:</i>			
Implementation:			09/26/2019		
Evidence		9/26/2019 PBIS evidence has been uploaded.			
Experience		9/26/2019 Currently Southmont Elementary School is a PBIS school. We have implemented the Matrix system and Pride awards. All teachers and staff are connected to ClassDojo (online behavior tracking system). Our teachers use weekly class meetings to aid students in their understanding of behavioral expectations.			
Sustainability		9/26/2019 As a PBIS school, we will complete annual reviews and evaluations are completed on our school by the PBIS coordinators.			
	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:	Southmont Elementary School develops teaching practices that focus on differentiated instruction, student progress monitoring, student data tracking documentation, and Mustang PRIDE Awards.	Limited Development 08/24/2018		
How it will look when fully met:	Teachers will present Growth Mindset lessons.		Kasey Shelton	06/09/2020
Actions		0 of 2 (0%)		
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.		Chrystal Haigler	06/09/2020
<i>Notes:</i>				
9/24/19	Teachers and staff will award positive behavior with PRIDE awards.		Chrystal Haigler	06/09/2020
<i>Notes:</i>				

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
Initial Assessment:			2019-2020--Currently our school schedule allows for each grade level department to meet formally twice a month for PLT meetings to discuss student needs and MTSS for a 45 minutes period of time.	Limited Development 09/30/2019		
How it will look when fully met:			Teachers will collaborate to create strategies to improve Tier 1 instruction for our students during the bi-weekly PLT sessions.		Sylvia Davis	06/09/2020
Actions				0 of 2 (0%)		
	10/30/19	Lead teacher works with teacher to provide professional development related to best practices during PLT times.			Sylvia Davis	11/26/2019
Notes:						
	10/30/19	Teachers come to PLT's prepared to discuss data reflecting student progress.			Sylvia Davis	11/26/2019
Notes:						
		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

Initial Assessment:			(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.	Limited Development 08/24/2018		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			(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.	Objective Met 09/27/19	Sylvia Davis	09/26/2019
Actions						
9/13/18			Bi-Weekly agendas are shared and discussed with grade levels during PLT.	Complete 09/27/2019	Sylvia Davis	09/26/2019
<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

Initial Assessment:			We are working to implement new standards in the classroom while working to meet all student learning needs. We meet twice a month in PLT meetings along with support staff including ESL, administration, speech and reading specialist. We meet twice a month as a grade level to plan and assure our instruction is aligned to grade level standards.	Limited Development 05/01/2017		
How it will look when fully met:			We plan to focus on Math planning this year. During PLT teachers will work to to plan and assure our instruction is aligned to grade level standards.		Layla Fields	06/09/2020
Actions				0 of 2 (0%)		
	9/24/19		We have added math lab to our prioritized plan in hopes to receive funding to implement.		Layla Fields	06/09/2020
<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.		Layla Fields	06/09/2020
<i>Notes:</i>						
		A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers currently turn in weekly plans to their shared digital grade level folder.	Limited Development 08/24/2018		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			Weekly lesson are uploaded digitally to Southmont's grade level lesson digital folder. Plans are reviewed and shared by all stakeholders.	Objective Met 09/24/18	Amy Garner	09/14/2018
Actions						
	9/13/18		Teachers will upload grade level lesson plans to their digital folder.	Complete 09/13/2018	Amy Garner	09/14/2018
<i>Notes:</i>						
Implementation:				09/24/2018		
Evidence			9/13/2018 9/13/2018--Sample lesson plan-- https://docs.google.com/document/d/12FyQEZ6DP5wcQ9Rr9vZQw8LpC9tvivAHTMHRMeIWkuM/edit			
Experience			9/13/2018 9/13/2018--Teachers continuously update, revise, and improve lesson plans in their digital lesson plan folder.			

Sustainability			9/13/2018 9/13/2018--Lesson will continue to be reviewed, adjusted, and updated as needed to ensure curriculum alignment.			
		A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers will use word walls and vocabulary instruction to support student learning.	Limited Development 09/20/2018		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Students will be proficient with Language standards for End of Grade testing.	Objective Met 09/27/19	Meagan Goodwin	06/09/2020
Actions						
9/20/18	Teachers and staff will utilize various programs throughout the building that deepen the understanding of vocabulary (Flocabulary, Reading Mastery, Letterland, etc.).			Complete 09/27/2019	Meagan Goodwin	09/24/2019
<i>Notes:</i>						
9/20/18	Teachers will utilize vocabulary strategies such as Word Walls and Notebooks to provide students with a visual representation of key vocabulary.			Complete 09/27/2019	Meagan Goodwin	09/24/2019
<i>Notes:</i>						
Implementation:				09/27/2019		
Evidence		9/27/2019 Flocabulary example of student success is uploaded as an artifact.				
Experience		9/27/2019 Vocabulary instruction is evident in planning and student performance.				
Sustainability		9/27/2019 9/27/2019-- Vocabulary instruction will continue to be a focus for student success. Teachers are continuously updating, revising, and improving their teaching practices.				
		A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The PBIS matrix is posted in all classrooms and common area. Norms are created and displayed in classrooms.	Full Implementation 08/24/2018		

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
Initial Assessment:			Teachers use data to drive instruction on a daily basis.	Limited Development 09/20/2018		
How it will look when fully met:			All students will be at 80% proficiency for end of year assessments.		Sara Wood	06/09/2020
Actions				0 of 2 (0%)		
	9/20/18		Students will monitor and assess their own data in the area of reading and math.		Sara Wood	06/09/2020
Notes:						
	9/20/18		Grade levels will analyze a variety of benchmark data to plan instruction (CFA's, mClass, and NC Checkins).		Dawne Smith	06/09/2020
Notes:						
		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:			Students participate in formative benchmarks including but not limited to HMH Benchmark, Istation Benchmark, and Fontas and Pinnell assessments.	Limited Development 09/30/2019		
How it will look when fully met:			Teachers and students will use data to drive instruction.		Heather Abernethy	06/05/2021
Actions				0 of 2 (0%)		
	10/30/19		Istation ISIP Benchmark assessments are conducted three times annually for students in grade K-3.		K-3 teachers	06/05/2020
Notes: Because of the newness of this assessment tool, it will not become routine until one cycle is complete.						
	10/30/19		K-5 teachers will conduct the HMH Growth Assessment for math three times a year.		K-5 teachers	06/05/2020
Notes: Due to the newness of this resource, it will not become routine until the completion of one annual cycle.						

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Student support services

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		(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 insure 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.	Limited Development 04/24/2017		
How it will look when fully met:		During the 2019-2020 school year, Southmont staff has created and implemented a MTSS goal in order to increase knowledge and ability to support students at all tiers; all certified staff have included this in their Professional Development Plan. Time during PLT Meetings has been designated for discussion of students' needs at Tier I. Strategies are developed and documented during these meetings. Teachers utilize an electronic data wall to ensure all students' needs are being monitored. We have 4 MTSS teams that meet weekly to develop Tier 2 strategies for students with academic/behavioral concerns. 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.		Sylvia Davis	06/08/2021
Actions			0 of 3 (0%)		
	9/25/19	The leaders of the MTSS teams will meet to create a database of MTSS intervention resources at each tier.		Gina Grant	06/09/2020
Notes:					
	9/25/19	Interventions will be utilized by all grade levels (K-5) weekly to increase core proficiency by 5% at EOY in the areas of reading (Reading EOG/I-Station) and math (EOG and HMH Growth Measure) Evidence will be provided through master/grade level schedule and lesson plans.		Kasey Shelton	06/09/2020
Notes:					
	9/25/19	Data tracking (academics and attendance) will be utilized by all students in every grade level (K-5) quarterly to increase core proficiency by 5% at EOY in the areas of reading and math. Student data		Sylvia Davis	06/09/2020

	tracking samples will be evidenced each quarter.					
Notes:						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
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.	Limited Development 05/01/2017		
How it will look when fully met:			School behavior referrals will be equal to or less than 5%.		Kristen Chargualaf	06/09/2020
Actions				0 of 2 (0%)		
	9/25/19	Principal, assistant principal, lead teacher, counselor and media specialist are participating in mental health professional development. (Youth Mental Health First Aid)			Kristen Chargualaf	06/09/2020
Notes:						
	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			Ann Carol Grant	06/09/2020
Notes:						
		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Southmont School Leadership team monitors attendance and transfers through attendance challenges and awareness of graduation dates.	Full Implementation 08/24/2018		
		A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date

Initial Assessment:			Southmont Elementary School has established several after school clubs: Running club, Cooking Matters, Soccer Club, Battle of the Books, Community tutoring through local church, and Curriculum Nights.	Full Implementation 08/24/2018		
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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		
How it will look when fully met:			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.		Gina Grant	06/09/2020
Actions				0 of 2 (0%)		
	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. Each classroom will designate a class ambassador to show new students locations and help them to understand procedures.			Stephanie Knight	05/15/2020
<i>Notes:</i>						
	10/30/19	Our 5th grade team will coordinate and carry out a visit to Southwest Randolph Middle School during the spring semester.			5th grade faculty	06/05/2020
<i>Notes:</i>						

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
Initial Assessment:			See LEA evidences in B1.01 file.	Full Implementation 10/31/2019		
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:			Southmont Elementary School has a Leadership team comprised of each grade level and department with elected team members. Notes from Leadership team meetings are shared with school staff after each meeting and added to our At a Glance document. Teachers also collaborate for problem solving during weekly PLT meetings and grade level planning sessions. The Leadership Team meetings are scheduled monthly and are shared on our school calendar	Limited Development 05/01/2017		
How it will look when fully met:			Teachers and staff collaborate effectively to manage and support all student needs.		Amy Garner	06/09/2020
Actions				0 of 2 (0%)		
	9/25/19	At the beginning of each SIT meeting, the chair will review implementation of effective practices listed in Comprehensive Progress Report to assess and review indicators.			Sylvia Davis	06/09/2020
<i>Notes:</i>						
	9/25/19	During weekly Leadership team meetings the team will assess and review random indicators.			Amy Garner	06/09/2020
<i>Notes:</i>						
		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
Initial Assessment:			Student data is continuously reviewed and instructional adjustments will be made as needed.	Limited Development 08/24/2018		
How it will look when fully met:			All students will reach their full potential in all academic areas.		Kasey Shelton	06/09/2020
Actions				0 of 2 (0%)		
	9/13/18	Each quarter the grade level assessment wall will be updated.			Sylvia Davis	06/09/2020
<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 of assessment wall.			Layla Fields	06/09/2020
<i>Notes:</i>						

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

Initial Assessment:	Southmont Elementary School has four different MTSS teams. This team of teachers are lead by the lead teacher and teacher representatives. Agendas and minutes from our MTSS Teams are uploaded to our At a Glance document and shared with all stakeholders. Teachers work to support students positive attitude through PBIS instruction, Second Step, Olweus philosophy, and MTSS referrals. Southmont Elementary School has a wonderful Parent Teacher Organization that supports teachers and student needs. There are four school wide meetings each year that allow parents to learn about the programs and resources that PTO support.	Limited Development 05/01/2017		
How it will look when fully met:	Additional funding would be allocated to cover the cost of full-time ENCORE teachers to allow for daily common planning.		Sara Wood	06/13/2025
Actions		0 of 2 (0%)		
9/16/17	New leadership roles are created through the implementation of MTSS teams.		Sylvia Davis	06/09/2020
<i>Notes:</i>				
9/13/18	New master schedule that was teacher created.		Amy Garner	06/19/2020
<i>Notes:</i>				

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
Initial Assessment:	Administration continues to conduct walk through observation, review lesson plans, and provide feedback in a timely manner after observations.		Limited Development 05/01/2017	
How it will look when fully met:	Teacher turnover rate is equal to or less than district average.			Amy Garner
Actions		0 of 2 (0%)		
9/16/17	An observation plan is developed to observe teachers yearly.			Ann Carol Grant
<i>Notes:</i>				
9/13/18	PLT sessions were redefined to offer more opportunities for collaboration among teachers.			Ann Carol Grant
<i>Notes:</i>				

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
Initial Assessment:			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.	Limited Development 09/30/2019		
How it will look when fully met:			Teacher leaders at the school site work to share ideas and support needs of others.		Ann Carol Grant	06/05/2021
Actions				1 of 2 (50%)		
	10/30/19		Principal carefully chooses peer observers within the NCEES process to share expertise with young educators.	Complete 08/22/2019	Ann Carol Grant	08/22/2019
<i>Notes:</i>						
	10/30/19		Beginning in the November faculty meeting there will be a designated time for teachers to share successful technology strategies with their colleagues.		Ann Carol Grant and certified staff	06/05/2020
<i>Notes:</i> 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.						

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:			Continue to implement ways to analyze data for instruction. Data from Istation 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		
How it will look when fully met:			Data will be used to drive instruction. Data will be used to increase student success. It will also be used to ensure students that need to go through MTSS are reviewed at multiple times throughout the school year.		Layla Fields	06/14/2021
Actions				0 of 2 (0%)		

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.		Gina Grant	06/09/2020
<i>Notes:</i>				
9/13/18	(2018-2019) Students are discussed and interventions are designed to support specific needs.		Gina Grant	06/09/2020
<i>Notes:</i>				

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>		LEA maintains a recruiting, evaluating, and rewarding plan. Details are uploaded.	Full Implementation 10/30/2019		

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>		This year all classes are participating in Class Dojo. Schoolwide newsletters are sent out weekly. These include curriculum related articles. Last school year, Multicultural night and Transition night increased parent engagement because of more engaging topics.	Limited Development 05/01/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Parent survey information will show improvement of parental support and understanding of student success.	Objective Met 09/25/19	Sylvia Davis	06/11/2019
Actions					
9/16/17	(2018-2019)	Southmont will have four Title 1 Parental Engagement Meetings.	Complete 06/13/2019	Sylvia Davis	06/13/2019
<i>Notes:</i>					
9/13/18		Ensure 100% parent participation on Class Dojo, by those who have the means to do so, by the end of 1st quarter. Teachers use Class Dojo to communicate beyond behavior to keep parents up-to-date on	Complete 09/24/2019	Ann Carol Grant	09/24/2019

		curriculum.			
Notes:					
Implementation:			09/25/2019		
Evidence			9/25/2019 9/25/2019--Parental Engagement Plan is uploaded.		
Experience			9/25/2019		
Sustainability			9/25/2019 9/25/2019--Our school continues to support parent communication and share ideas through all scheduled school events, Class Dojo notifications, and fostering student independence at the school level.		
		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
Initial Assessment:			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.	Limited Development 09/30/2019	
How it will look when fully met:			75% of our students will be proficient in reading.		Stephanie Knight 06/05/2021
Actions				0 of 2 (0%)	
	10/30/19	Teachers will provide monthly suggestions via Class Dojo regarding developing strong reading habits at home.			Certified Staff 01/10/2020
Notes:					
	10/30/19	Principal will address the value of reading at home through her newsletter column monthly.			Ann Carol Grant 01/10/2020
Notes:					



School: Southmont Elementary School

School Year: 2018-2019

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	Ann Carol Grant		9/24/19
Assistant Principal	Amy Garner		9/24/19
Lead Teacher	Sylvia Davis		9/24/19
Pre-K teacher	Kendell Huneycutt		9/24/19
Kindergarten Teacher	Sara Wood		9/24/19
1 st grade teacher	Heather Abernethy		9/24/19
2 nd grade teacher	Meagan Goodwin		9/24/19
3 rd grade teacher	Kasey Shelton		9/24/19
4 th grade teacher	Ivy Bean		9/24/19
4 th grade teacher	Layla Fields		9/24/19
5th grade teacher	Chrystal Haigler		9/24/19
ESL	Dianna Pollard		9/24/19
Reading	Dawne Smith		9/24/19
Guidance	Kristen Chargualaf		9/24/19
Media	Stephanie Knight		9/24/19
Instructional Assistant	Paige Davis		9/24/19
CIS	Beth Allen		9/24/19
EC teacher	Gina Grant		9/24/19
Parent Representative	Elizabeth Strider		9/24/19



NCStar/SIP Mandatory Components

School Name: Southmont Elementary School

School Year: 2019-2020

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.

Southmont Elementary School requests a waiver from the State-required on-going operational activity of providing a daily duty-free lunch for teachers. Resources will be used to provide teachers with planning time during the instructional day. A master schedule is utilized with priority of maximizing the instructional time and provide daily planning.

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.

Southmont teachers have at least 5 hours of planning time each week.

Transition Plan for At-Risk Students

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

Please describe transition plan below.

Southmont has a built in remediation block in the daily master schedule for each grade level. Certified teachers meet weekly in grade levels to create intervention strategies for at-risk students. If those interventions do not increase student success, the teacher will present the student to the school MTSS team.

