



**Southmont Elementary School**  
**School Improvement Plan**  
**2018-2019**

## 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:** By the end of the 2018-2019 school year, at least 75% of the students taking End-of Grade (EOG) tests and End-of-Course (EOC) tests in the Randolph County School System will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” Level or higher.



! = 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>		(2017-2018) Currently Southmont Elementary School is a PBIS school. We have implemented the Matrix system and Pride awards. Our teachers use weelly 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. This helps to build our classroom community. Second Step is used bi-weekly to help students understand how their actions effect others and may cause negative or positive consequences. Classes also have bi-weekly guidance lessons to address the guidance standards and/or 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 on-site director. 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 throughout the school day. Our on-site Communities in School director also serves targeted groups on 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.	Limited Development 08/22/2017		
<i>How it will look when fully met:</i>		The number of referrals will decrease and the number of positive behaviors will increase.		Kristen Chargualaf	08/26/2019
<i>Actions</i>			0 of 2 (0%)		
	9/14/17	Southmont teachers will show the PBIS videos of expected behavior in various parts of the school.		Kristen Chargualaf	06/09/2019
		<i>Notes:</i> These videos will be shown and discussed by classroom teachers at least three times a year. Some teachers may feel it necessary to show these more often as a reminder of the expectations in various parts of our building.			
	9/6/18	Raven Buddies will work with our students that need additional support or role models to decrease student discipline referrals.		Beth Allen	06/09/2019

*Notes:* This will begin once Raven Buddies have been created with the help of the high school and early college.

	<b>A1.08</b>	<b>ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Southmont Elementary School develops teaching practices that focus on differentiated instruction, student progress monitoring, student data tracking documentation, and PRIDE Awards.	Limited Development 08/24/2018		
<i>How it will look when fully met:</i>		All students at Southmont Elementary will exemplify the growth mindset.		<b>Kasey Shelton</b>	<b>06/14/2019</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	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.		Kasey Shelton	06/11/2019
<i>Notes:</i>					
	9/20/18	Teachers and school staff will give out PRIDE Awards for positive behavior.		Kasey Shelton	06/11/2019
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	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
<i>Initial Assessment:</i>		During the 17-18 school year we fully implemented and shared Science Units.	Limited Development 08/24/2018		
<i>How it will look when fully met:</i>		(2018-2019) Southmont will focus on developing school wide math units.		Sylvia Davis	06/11/2019
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/13/18	Each grade level chair will submit three math units.		Sylvia Davis	06/11/2019
<i>Notes:</i>					

	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>			(2017-2018) Southmont has weekly Grade level Professional Learning Teams that include all teachers and support staff for the specific grade level. During grade level meetings, teachers plan for co-teaching with their cooperative ESL teacher. CFA's are created and discussed during our PLT meetings. Teachers also discuss benchmark assessments and use the results to drive instruction. Teachers use MClass (K-3) and Fontas and Pinnell (4-5) data to increase reading proficiency. Lesson plans are created and compiled weekly. These documents are posted in the SMES At a Glance Google folder in order to share with all stakeholders. Teachers use a variety of resources to maximize daily instruction such as Math Investigations, RCSS pacing guides, Jan Richardson reading templates, and current Science and Social Studies adoptions.	Limited Development 05/01/2017		
<i>How it will look when fully met:</i>			We plan to focus on Science planning this year. We want to develop units that will help to build a cumulative understanding of science standards. Through the use of our STEAM classroom and grade level planning, we plan to integrate literacy skills in the science content area.		Layla Fields	06/14/2019
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	8/22/17		Teachers will work with our new STEAM Lab instructor to develop vocabulary for each grade level. This document will list Prek-5 terms to be used school wide. This document will be shared with the whole staff.		Grade level chairs and STEAM Lab teacher	06/14/2019
			<i>Notes:</i> Teachers will create a list of essential terms for their Science unit during PLT meeting and share these terms with STEAM Lab instructor.			
	8/22/17		Teachers will identify and use science resources related to content and vocabulary to integrate informational text in order to increase literacy skills using the science materials.		Science contact	06/14/2019
			<i>Notes:</i> Use Lexile scores to create passages from Read Works to monitor understanding.			
	9/18/17		Kindergarten will identify and use science resources related to content and vocabulary to integrate informational text in order to increase literacy skills using the science materials.		Sara Wood	06/14/2019
			<i>Notes:</i> Science contact to be determined.			
	9/18/17		First grade will identify and use science resources related to content and vocabulary to integrate informational text in order to increase literacy skills using the science materials.		Heather Abernethy	06/14/2019
			<i>Notes:</i>			

A2.05		ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers currently turn in weekly plans to their digital grade level folder.	Limited Development 08/24/2018		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Weekly lesson are uploaded digitally to Southmont's grade level lesson digital folder. Plans are reviewed and shared by all stakeholders.	<b>Objective Met 09/24/18</b>	<b>Amy Garner</b>	<b>09/14/2018</b>
<b>Actions</b>					
	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>					
<b>Implementation:</b>			09/24/2018		
<b>Evidence</b>	9/13/2018	9/13/2018--Sample lesson plan-- <a href="https://docs.google.com/document/d/12FyQEZ6DP5wcQ9Rr9vZQw8LpC9tvivAHTMHRMeIWkuM/edit">https://docs.google.com/document/d/12FyQEZ6DP5wcQ9Rr9vZQw8LpC9tvivAHTMHRMeIWkuM/edit</a>			
<b>Experience</b>	9/13/2018	9/13/2018--Teachers continuously update, revise, and improve lesson plans in their digital lesson plan folder.			
<b>Sustainability</b>	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
<i>Initial Assessment:</i>		Teachers will use word walls and vocabulary instruction to support student learning.	Limited Development 09/20/2018		
<i>How it will look when fully met:</i>		Students will be proficient with Language standards for End of Grade testing.		<b>Meagan Goodwin</b>	<b>06/14/2019</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	9/20/18	Teachers and staff will utilize various programs throughout the building that deepen the understanding of vocabulary (Flocabulary, Reading Mastery, Letterland, etc.).		Meagan Goodwin	06/11/2019

<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.		Meagan Goodwin	06/11/2019
<i>Notes:</i>				
<b>A2.17</b>	<b>ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	The PBIS matrix is posted in all classrooms and common area. Norms are created and displayed in classrooms.	Full Implementation 08/24/2018		

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>		
<b>Effective Practice:</b>		<b>Data analysis and instructional planning</b>		
<b>A3.04</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	Teachers use data to drive instruction on a daily basis.	Limited Development 09/20/2018		
<i>How it will look when fully met:</i>	All students will be at 80% proficiency for end of year assessments.		<b>Sara Wood</b>	<b>06/11/2019</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/20/18	Students will monitor and assess their own data in the area of reading and math.		Sara Wood	06/11/2019
<i>Notes:</i>				
9/20/18	Grade levels will analyze a variety of benchmark data to plan instruction (CFA's, mClass, and NC Checkins).		Dawne Smith	06/11/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>		
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Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		(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		
<i>How it will look when fully met:</i>		Southmont Elementary School has faithfully implemented the MTSS process. Tier 1, 2, and 3 interventions are regularly used in the classroom setting. By focusing on identifying and monitoring instructional interventions, our school has seen a reduction in the disproportionality of special education referrals, which is currently at 11%. The target goal is 3-5% of student population. Sub-groups are not overly identified. Special and general educators will collaborate to effectively provide core instruction and additional interventions. Staff, students, and parents regularly understand and review data. Students collect their individual data and teachers monitor to ensure that parents receive information. Administrators and school leadership team members monitor teaching practices to ensure professional development is provided when necessary. At full implementation, all K-5 students will have achieved 100% proficiency.		Jackie Lowe	06/08/2021
<i>Actions</i>			0 of 3 (0%)		
	6/26/17	Task 1--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 3D/EOG) and math (EOG/Universal Screener K-3). Evidence will be provided through master/grade level schedules and lesson plans.		Jackie Lowe	06/09/2019

*Notes:* Team discussed interventions related to core instruction--spiraling curriculum, Interventionists beginning earlier, use of all staff (IA's), focus on Core interventions in tier 1 compared to tier 2 or tier 3 and training for all staff involved.

6/26/17 Task 2--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 tracking samples will be evidenced each quarter.

Sylvia Davis

06/09/2019

*Notes:* Students will track their own data and this will be done consistently across grade level. Parents will gain an understanding of data through student-led conferences, including attendance, behavior, and academic data.

6/26/17 Task 3-- Professional Development in the area of MTSS and core instruction will be conducted throughout the school year with four sessions to increase core proficiency by 5% at EOY.

Sylvia Davis

06/09/2019

*Notes:* Through the use of Professional Development teachers will define the core and establish non-negotiables. Teachers will have a better understanding of the MTSS framework and components of Tier 1, 2 and 3.

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
<i>Initial Assessment:</i>		(2017-2018) Southmont Elementary School 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 meeting 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		
<i>How it will look when fully met:</i>		School behavior referrals will be equal to or less than 5%.		Kristen Chargualaf	06/14/2019
<i>Actions</i>			0 of 2 (0%)		
	9/16/17	Southmont PBIS team monitors school wide behavior through Class Dojo.		Kristen Chargualaf	06/14/2019
		<i>Notes:</i>			
	10/16/18	Southmont school administrative staff will review and monitor office referrals and support "hot spots" on campus.		Amy Garner	06/14/2019
		<i>Notes:</i>			
KEY	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
<i>Initial Assessment:</i>		Southmont School Leadership team monitors attendance and transfers through attendance challenges and awareness of graduation dates.	Full Implementation 08/24/2018		
KEY	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

<b><i>Initial Assessment:</i></b>	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		
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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>	(2017-2018) Southmont Elementary School has 3 pre-school classes with special education students as well as students from poverty. There are also a number of regular education students in these classes. Each year in May, our pre-school students spend time in our kindergarten classes for a week. During that week the students experience what a typical day looks like in each subject area. The pre-school students are divided into each kindergarten class. These students are placed in this Kindergarten classroom the next school year. Our fifth grade students visit the middle school during the school day and are taken on a tour by 8th grade students. These students answer questions for the 5th grade students. The middle school counselors visit Southmont to explain the classes that they can take in sixth grade. The middle and high school band comes and plays for our 3-5 students so that they are exposed to the things they can do starting in sixth grade. The middle school holds a “middle” school night that our fifth grade students and parents can attend to gain a better understanding of the middle school curriculum. Current sixth grade student work is shared with the families. The parents and students can ask questions. Representatives from the elementary school come and help students and parents as they visit the middle school. Southmont third graders go into the second grade classes, as well as fourth grade students go into third grade classes and talk to them about the next grade level. The middle school special education teacher sits in on fifth grade transition meetings with special education students. The parents are able to understand middle school scheduling and what special education will look like for their individual student.	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.		Gina Grant	09/14/2019	
<i>Actions</i>			0 of 1 (0%)		
	9/16/17 (2018-2019) Southmont Elementary will implement a Transition Night on May 2, 2019.		Sabrina Hunt	06/14/2019	
<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	
<i>Initial Assessment:</i>		(2017-2018) The LEA has an LEA Support and Improvement Team, please see attachment	Full Implementation 06/27/2017			
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>		(2017-2018) 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			
<i>How it will look when fully met:</i>		Teachers and staff collaborate effectively to manage and support all student needs.		Sabrina Hunt	06/14/2019	
<i>Actions</i>			0 of 2 (0%)			
	9/16/17	School Leadership team meets twice a month.		Ann Carol Grant	06/14/2019	
<i>Notes:</i>						
	9/13/18	Lead teacher will share the Just In Time Professional Development with staff in preparation for the upcoming quarter.		Sylvia Davis	06/11/2019	
<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	
<i>Initial Assessment:</i>		(2018-2019) Student data is continuously reviewed and instructional adjustments will be made as needed.	Limited Development 08/24/2018			
<i>How it will look when fully met:</i>		All students will reach their full potential in all academic areas.		Kasey Shelton	06/11/2019	
<i>Actions</i>			0 of 1 (0%)			
	9/13/18	Each quarter the grade level assessment wall will be updated.		Kasey Shelton	06/11/2019	
<i>Notes:</i>		This goal will be a reoccurring each year.				

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>		(2017-2018) Southmont Elementary School has a Curriculum Team represented by each grade level chair. This team of teachers are also members of the Problem Solving Team. Agendas and minutes from our Problem Solving Team are uploaded to our At a Glance document and shared with all stakeholders. School climate and moral is supported by our School Climate team that works to create a positive work environment. This team has re-decorated our school office area to support a positive work environment as teachers enter the school each day. Teachers work to support students positive attitude through PBIS instruction, Second Step, Olweus philosophy, and MTSS referrals. Our administration works diligently to find funding for common planning time for teachers. This is a yearly struggle that depends on DSSF and Title 1 funding that greatly impacts our master schedule. 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		
<i>How it will look when fully met:</i>		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
<i>Actions</i>			0 of 2 (0%)		
	9/16/17	Duty schedule is in place that minimizes the number of duties classroom teachers have each year.		Amy Garner	06/13/2019
	<i>Notes:</i>				
	9/13/18	Master schedule is developed to include daily planning.		Amy Garner	06/11/2019
	<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	Target Date
<i>Initial Assessment:</i>		(2017-2018) Southmont administrative staff supports curriculum and classroom instruction through the use of walkthrough checklists, attending weekly PLT meetings, reviewing lesson plans, attending IEP meetings, and completing regular observations in True North Logic. Teachers are given a yearly schedule of classroom observations. The lead teacher shares information with staff from our district walkthrough twice a year. Administration supports curriculum needs by attending PBIS and MTSS meetings, analyzing student data, and participating in staff PD. Administration shares information from district during staff meetings or PLT meetings. The Principal share information during weekly Leadership meetings with Principal, Assistant Principal, and Lead Teacher.	Limited Development 05/01/2017		
<i>How it will look when fully met:</i>		Teacher turnover rate is equal to or less than district average.		Amy Garner	06/13/2025
<i>Actions</i>			0 of 2 (0%)		
	9/16/17	An observation plan is developed to observe teachers yearly.		Ann Carol Grant	06/13/2019
	<i>Notes:</i>				
	9/13/18	Clear and concise feedback is given to teachers based on information gained during observations.		Ann Carol Grant	06/11/2019
	<i>Notes:</i> This will be based on the number of observations required for each teacher.				

Core Function:		Dimension C - Professional Capacity			
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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>		(2017-2018) Southmont uses data to develop and monitor the School Improvement Plan. The data that is used each year includes but is not limited to: mClass (TRC and Dibels), mClass progress monitoring, benchmark assessments, CFAs that are developed by grade level teachers to monitor student understanding, NC Check Ins, and state testing. Southmont students track their data. Each grade level has the autonomy to develop how their students in their grade level will track their math, reading and attendance (required). Some grade levels add other information to their student tracking data. Each month grade level chairs are required to bring samples of tracking student data. The week before the district data review the chairs will share their information with team. This should take no more than 20 minutes at that meeting. This is to help others know what each grade level is looking at in order to ensure the team is fully aware of what all students are tracking. Southmont keeps an electronic data wall. This is very important so that each member is able to review data during the leadership meetings. Each grade level has to input data prior to the administrative/lead teacher PLT meetings. This helps us all look to see which students are not progressing. Each teacher is required to share what interventions they are using so that adjustments can be made during the meeting to the proposed interventions. Teachers discuss when a child should go on to the MTSS team for additional support. Southmont has a built in remediation and enrichment time in the master schedule. During WINN (What I Need Now) students are grouped according to needs. These groups are fluid and there are times when a student may be in an enrichment group in one subject area but in a remediation in another subject area. Our teachers are working this year to increase their knowledge of differentiated instruction through staff development with district lead teacher professional development.	Limited Development 04/24/2017		
<i>How it will look when fully met:</i>		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
<i>Actions</i>			0 of 2 (0%)		
	9/13/18	(2018-2019) Teachers review and discuss student performance during PLT.		Dawne Smith	06/11/2019

<i>Notes:</i>				
9/13/18	(2018-2019) Students are discussed and interventions are designed to support specific needs.		Gina Grant	06/11/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		(2017-2018) The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff, see attachment.	Full Implementation 06/27/2017		

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
<b>KEY</b>	<b>E1.06</b>	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		(2017-2018) Southmont Elementary school has a variety of ways to communicate and share ideas with parents about curriculum. Family Curriculum nights, monthly newsletters, Open House, parent conferences, Class Dojo, and Parent/Teacher compacts are some of the ways that teachers work to support parents understanding of curriculum. All communication is offered in English or Spanish to support parent needs. Our PTO has four meetings throughout the school year to build relationships between staff and parents.	Limited Development 05/01/2017		
<i>How it will look when fully met:</i>		Parent survey information will show improvement of parental support and understanding of student success.		<b>Sylvia Davis</b>	<b>06/11/2019</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
9/16/17	(2018-2019)	Southmont will have four Title 1 Parental Engagement Meetings.		Sylvia Davis	06/13/2019
<i>Notes:</i>					
9/13/18	(2018-2019)	Weekly communication with parents/guardians through School Messenger (oral and written form), Marquee sign, and Class Dojo.		Ann Carol Grant	06/11/2019
<i>Notes:</i>					



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.”*

<b>Committee Position</b>	<b>Typed Name</b>	<b>Signature</b>	<b>Date</b>
Principal	Ann Carol Grant		10/1/18
Assistant Principal	Amy Garner		10/1/18
Lead Teacher	Sylvia Davis		10/1/18
Pre-K teacher	Kendell Huneycutt		10/1/18
Kindergarten Teacher	Sara Wood		10/1/18
1 <sup>st</sup> grade teacher	Heather Abernethy		10/1/18
2 <sup>nd</sup> grade teacher	Meagan Goodwin		10/1/18
3 <sup>rd</sup> grade teacher	Kasey Shelton		10/1/18
4 <sup>th</sup> grade teacher	Sabrina Hunt		10/1/18
5 <sup>th</sup> grade teacher	Layla Fields		10/1/18
ESL	Jackie Lowe		10/1/18
Reading	Dawne Smith		10/1/18
Guidance	Kristen Chargualaf		10/1/18
Media	Thomas Moser		10/1/18
Instructional Assistant	Paige Davis		10/1/18
CIS	Beth Allen		10/1/18
EC teacher	Gina Grant		10/1/18
Parent Representative	Elizabeth Strider		10/1/18



## NCStar/SIP Mandatory Components

School Name: Southmont Elementary School

School Year: 2018-2019

### 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 request 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.

**Safe School Plan for**

**Southmont Elementary School**

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

**Statement of Responsibility for the School District Superintendent** – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

***If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.***

**Statement of Responsibility for the School Principal** – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

***If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.***

**Statement of the Roles of Other Administrators, Teachers, and Other School Personnel** – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

**Assistant Principal(s):**

**Teachers:**

**All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.**

**Teacher Assistants:**

**Other School Staff:**

**Services for At-risk Students** – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

**The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).**

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

**The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.**

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

**Short-Term (less than 15 days):**

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

**Short-Term (minimum of 15 days):**

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

**Long-Term Suspended:**

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

**Goal: Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus**

**Target: Increase staff awareness and implementation of safety procedures throughout the campus**

**Indicator: Rosters of staff trainings; safety drill logs; visitor logs**

**Milestone Date: Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):

Goal: **Promote a safe and orderly environment conducive to learning by maintaining a secure campus**

Target: **Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team**

Indicator: **Discipline data, attendance data, suspension data, MTSS logs**

Milestone Date: **Quarterly**

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed			
<b>Safe School Training</b>				
<b>MTSS Training</b>				
<b>Data Analysis</b>				

Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:

**Maintain the Sheriff's Department as a community partner as it continues to provide:**

- **one SRO's (School Resource Officers) at each of the six traditional high schools**
- **one SRO (School Resource Officer) for each of the six middle schools**
- **one SRO (School Resource Officer) for the one sixth grade school**
- **two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School**
- **one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools**
- **two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools**

**Maintain established protocol for communication and collaboration with community agencies that provide support to students.**

Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:

- **The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.**
- **District and school level safety meetings will be held quarterly to provide information updates and training.**
- **A separate detailed Crisis Management Plan is maintained per facility.**